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ABSTRACT

The sixth full year of Title I, Elementary Secondary Education Act programs in Wichita, Kansas has just been completed. As in previous years, the major thrust of Title I or Project SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth) has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of Federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by integration efforts. Because of busing, Title I services were extended to 50 additional elementary schools and 14 additional junior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction and attendance services. With the exceptions of corrective reading and attendance services, most other Title I activities were concentrated on the early elementary grades and pre-school. While a total of 4887 public and 291 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 1703 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Gates-MacGinitie Reading Test and on the pretest-posttest gain in the instructional reading grade level which was a teacher evaluation. (Author/JM)

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WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

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ESEA TITLE I EVALUATION REPORT

PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN

September, 1971 - August, 1972

Project Number 72062

Submitted to the
Kansas State Department of Public Instruction
ESEA Title I

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August, 1972

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SUMMARY OF ESEA TITLE I EVALUATION REPORT, 1971-72

Wichita's federally funded activities designed to improve educational opportunities for its disadvantaged youth began in the spring of 1966. The sixth full year of Title I programs has just been completed. Again this year, as in previous years, the major thrust of Title I or PROJECT SPEEDY (Special Programs to Enhance the Education of Disadvantaged Youth) has been in the area of corrective reading and other programs designed to promote language development. While the emphasis of federal programs has been to concentrate funds on fewer recipients, the implementation of such a policy has been made increasingly difficult by the policy of bussing pupils throughout the school system to further integration efforts. During the 1971-72 school year, a majority of pupils who were recipients of Title I services were located in thirteen of the elementary schools and one junior high school. However, because of bussing, Title I services were extended to fifty other elementary schools and fourteen other junior high schools. Title I services made available to pupils in "Extended Service" schools consisted of corrective reading instruction and attendance services. With the exceptions of corrective reading and attendance services, most other Title I activities were concentrated on the early elementary grades and pre-school.

In addition to the two activities mentioned above, other instructional programs were: Art Therapy and Instruction, Primary Mathematics, Keyboard Music, Business Education for Delinquent Children, Neglected Children's programs and Pre-School programs. Service activities were: Instructional Aides, Library Enrichment, Specialized Counseling, Specialized Health, Follow-Through Supplement, and Horace Mann Staff Involvement. Also a broad range of similar activities were conducted during June and July as a part of the Title I Summer school.

While a total of 4887 public and 291 non-public children participated in all phases of Title I, the greatest number for any single instructional program was 1703 in all levels of corrective reading. Evaluation of the corrective reading program was based on a pretest-posttest comparison of results on the Gates-MacGinitie Reading Test and on the pretest-posttest gain in the instructional reading grade level which was a teacher evaluation.

It was expected that pupils would show one month of gain on the reading test for each month of instruction. An analysis of the test results revealed that 73 percent of the pupils achieved at least one month's gain per month on the instructional reading grade level with 56 percent gaining 1.5 months of more. On the Gates-MacGinitie Vocabulary test 58 percent gained a month or more per month with 43 percent gaining 1.5 months or more. On the Comprehension section 54 percent gained at least one month per month with 39 percent gaining 1.5 months or more.

Results of the Primary Math Project for pupils in kindergarten, first, and second grades showed that project pupils did significantly better than non-project pupils.

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GENERAL CONTEXT

Wichita is a metropolitan community of approximately 263,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. Oil explorations and refinery operations are also important segments of the economy. The economic recession of 1970-71 had a pronounced effect on the overall employment outlook in Wichita. While unemployment rose to about ten percent in early 1971, in early 1972, there were about 10,000 unemployed persons or about 6.6 percent of the employable work force. By mid-1972 unemployment had further decreased to about 5.5 percent. Pupils enrolled in the public schools and reported by the county welfare department as receiving ADC (Aide for Dependent Children) were determined to be about 9100 in September, 1971. This represents 15% of the public school population and an estimated 10% of the total family units with children under age 18 in Wichita.

Within the city are a total of 140 schools which serve approximately 67,000 children. There are 104 public schools; 82 are elementary schools, grades K-6; 16 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. Included in the total number of schools are six special purpose schools. These include three pre school centers, a metropolitan type secondary school for alienated youth, and educational programs in a detention facility and a hospital. On September 15, 1971, there were 59,868 children in the public schools. There were another 7,000 pupils in 28 parochial or private schools. About 1,000 individuals of school age were estimated not to be in attendance at any school. About 6,000 pupils were estimated to come from low income families. The racial composition of the school population is 82 percent white, 15 percent black, and three percent Oriental, Spanish Mexican, and American Indian. A very high percentage of the non-white pupil population is concentrated in the northeast quadrant of the city. During the past four years the white pupil population has declined at the rate of one percent per year, whereas the black pupil population increased one percent per year, except for the current year when it seems to have stabilized at 15 percent.

An initial comprehensive needs assessment was conducted prior to the implementation of Title I in Wichita in 1966. A joint research effort conducted by the Wichita Public Schools, Community Planning Council Research Staff, and the Community Action Program identified the geographic areas of the city where high concentrations of low income and welfare families resided. Committees of school personnel determined through standardized test data and through staff questionnaires a list of concerns regarding needs of children in the target areas. The four priority needs selected pertained to achievement, behavior, culture, and health concerns. Activities were designed to meet these concerns. For several years, the improvement of reading and activities related to reading received major consideration. In the past two years, the improvement of mathematical achievement has received attention and a primary mathematics program has been instituted. Reading, however, still continues as the major thrust of the total project.

Per pupil expenditures from non-federal funds were $558.28 in fiscal 1968, $615.80 in fiscal 1969, $697.52 in fiscal 1970, and $768.76 in fiscal 1971. Fiscal 1972 expenditures are expected to be comparable to Fiscal 71 expenditures.

At the close of the 71-72 school year, Wichita will have provided Title I service to its educationally deprived children for six and one-half years. Over this time period, beginning with the second semester 1965-66, there has been a gradual evolution in the concept of Title I from that of providing a broad, global thrust in many instructional and supportive areas in many schools to many children to that of a more concentrated instructional impact in fewer schools to fewer children. Funding restrictions and federal guidelines were partially responsible for the shift in emphasis but also, and importantly, local experience pointed to the need for more concentrated effort. The pattern of future Title I involvement appears to be following the already established trend toward fewer programs and younger pupil age groups as recipients of services.

1.02

SUMMER CONTEXT

Regular school-year Title I funds were used to provide a limited number of programs during the summer of 1967. Prior to the summer of 1968, administrators and teachers of the Wichita Public Schools determined there was a need to provide expanded Title I activities during the summer. A Project application for funding of the summer school was filed and subsequently approved. Summer Title I activities have continued as a separately funded project since that time.

Summer projects have been developed to provide programs which will keep children involved in school activities. Smaller classes are offered during the summer session, with a more informal environment than would be possible during the regular year.

Seven schools in the predominately black neighborhood which were previously used as Title I summer attendance centers were not available this summer. As a part of the USD #259 integration plan, four of these schools were closed the past school year. The remaining three were open on an integrated basis. As an extension of the plan for integration, these three schools were not available as neighborhood summer centers. The children in these areas were bussed to other schools, both Title I and non-Title I. Pupils who were bussed to attend non-Title I classes received Title I Tuition Scholarships.

02.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
CORRECTIVE READING PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
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Research and Evaluation Services Division
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August, 1972

CORRECTIVE READING PROGRAM, 1971-72

SUMMARY

The Title I Corrective Reading program served 1550 educationally deprived pupils in 82 elementary and junior high schools during the 1971-72 academic year. Funds allocated for this program represented approximately 40 percent of Wichita's Title I allocation. The basic program format has been maintained since its beginning in the spring of 1966, although some revisions have been necessary. The remedial systems are eclectic; individual teachers develop techniques which they prefer and which are most successful in their particular situation.

The grade levels of the participants ranged from one to nine; there was a particular effort made to provide instruction in the primary grades. A total of 38.5 teaching positions were funded. Most of the positions were split-funded, with one teacher serving both Title I and non-Title I pupils. Many of the teachers had "floating" assignments, so that they met pupils in several different schools.

Measures of mean gains in months for each month of Corrective Reading were determined by teacher evaluation and pre and posttesting on two subtests of the Gates-MacGinitie Reading Tests. The proportion of pupils who achieved at least month per month gains, as specified in program objectives, ranged from 54 to 73 percent across the three evaluation measures. It is recommended that the Corrective Reading program be continued.

ACTIVITY CONTEXT

Corrective reading has been a major component of the Wichita Title I project since its inception in 1966. Approximately 40 percent of the Title I funds received locally have been applied directly to reading programs. The Corrective Reading program furnishes special reading instruction in the elementary and junior high school grades (one through nine). Current trends in reading emphasize prevention rather than remediation, so that there is a particular concentration of effort directed toward the primary grade levels; there is also a strong emphasis on corrective reading at the seventh grade level. Integration efforts have necessitated the relocation of many target area pupils into schools dispersed throughout the city. In order to continue to meet the needs of these Title I-eligible students, the Corrective Reading program utilized "floating" teachers. Each teacher met pupils in as many as five of the schools receiving target area residents. Eligible students in such schools receive Title I extended services from staff who may serve portions of the populations of several qualifying schools. Along with the tendency over the last few years to provide corrective reading instruction at the lower grade levels, efforts have been made to reduce the number of schools which are eligible for Title I corrective reading. A parallel trend has been for the local education agency to assume responsibility for the funding of corrective programs in those schools which have been removed from the Title I eligibility list.

PROGRAM DESCRIPTION

Scope

A total of 1550 pupils participated in the 1971-72 Corrective Reading program. Of this number, approximately 95 percent were enrolled in public schools; the remaining five percent were parochial school students. The Corrective Reading program served pupils in 13 Title I elementary schools, 49 elementary and 16 junior high schools designated for Title I extended service, and four parochial schools. Pupils' grade levels ranged from first to ninth, although 52 percent of the children served were enrolled in the first three grades. Table 02.1 summarizes the participation records by sex, race, and grade levels. The primary goals of the reading program were to improve and upgrade word recognition and reading skills and to improve pupils' attitudes.

Personnel

Staff for the Title I reading program included 27.5 elementary and 11 junior high teaching positions, and 15 instructional aides. The Director of Reading for the Wichita Public Schools coordinated the Corrective Reading program, and two reading specialists served as consultants. Additional instructional assistance was provided by 12 parent volunteers, one retired teacher volunteer, and several sixth grade and junior high school pupils.

Director of Reading

"The Director of Reading is responsible to the Assistant Superintendent in charge of curriculum for leadership in reading education. He is also responsible for development and improvement of that part of the language arts program concerned with the mastery of fundamental reading skills by preschool, elementary, secondary, and post-high school pupils. More specific responsibilities are to:

1. Coordinate the developmental and corrective reading program in the school system.
2. Keep the assistant superintendent in charge of curriculum informed on the development and progress of programs and activities concerned with the teaching of reading.
3. Work in a supporting role with the Director of Elementary Education and Director of Secondary Education on pertinent matters involving improvement of reading instruction.
4. Assume responsibility for developing inservice programs to improve the instruction in reading.
5. Assist in the selection of textbooks, materials, supplies, and equipment to be used in the reading program.
6. Expand curricular services to pupils by assisting in developing appropriate reading programs for summer school.
7. Keep informed and evaluate new instructional materials and methods for the improvement of reading instruction.
8. Assist the building administrator in solving problems which arise in his building pertinent to reading education.

9. Assist in the preparation of the Materials Catalog by assuming responsibility for revising and up-dating the listing of materials and equipment in reading accounts.
10. Direct the writing of manuals, guides and bulletins for teachers which outline the content, goals, materials, and methodology used in the teaching of reading.
11. Work cooperatively with colleges to encourage and stimulate the improvement of teacher training in reading.
12. Attend and participate in professional meetings at the local, state, and national level that are involved in up-grading and improving the teaching of reading."

Reading Specialists

Two corrective reading teachers served as reading specialists for the program. One is a specialist at the elementary level and the other is a secondary reading specialist; both are based at the Community Education Center. Their specific responsibilities are outlined as follows:

"1. To conduct and/or guide reading diagnostic services to pupils referred to the Center. Interpreting test results and planning the instructional phase will be an integral part of diagnosis.
2. To be available on call for limited diagnostic services to pupils at the building level where conditions make it impossible for them to come to the Reading Services Center.
3. To provide leadership in reading improvement through demonstrations, individual conferences and staff meetings.
4. To work cooperatively with Wichita State University in planning and conducting inservice experiences for teachers in reading.
5. To serve as a resource person for Title I and BOE special reading to develop greater continuity and more uniformity within all phases of the program.
6. To become more knowledgeable of reading improvement materials and equipment and to provide information to special reading teachers and to buildings of those proving most successful.
7. To provide supervision and guidance to volunteer and paraprofessional aides who work with pupils in Reading Services Center.
8. To provide leadership in promoting services available through the Center."

Special Reading Teachers

Approximately 44 staff members filled 28.5 elementary teaching positions, and 20 teachers filled 11 positions at the secondary level. This was due to the fact that nearly 75 percent of the personnel involved held assignments which were split-funded; that is, Title I paid the portion of their salaries which approximated time spent with target area pupils, and the balance was paid with regular funds.

Corrective reading teachers must hold a state reading certificate which requires a minimum of 12 semester hours in graduate reading courses. Most of the teachers are experienced with two or more years in the Corrective Reading Program.

The role of the special or corrective reading teacher is multi-faceted. The following is quoted from the Handbook for Corrective Reading (rev. 1969), Reading Department, USD 259, Wichita, Kansas:

"The special reading teacher has an important role in teaching pupils who are not making adequate progress in learning to read. The fulfillment of this role requires a sympathetic teacher who accepts the pupil as an individual, respects his integrity, provides reading materials with which he can be successful, and gives appropriate recognition to success in learning.

"The purpose of the special reading teacher is twofold: (1) To find out why a child is not profiting from the usual classroom instruction and (2) to remedy, if possible, the causes. In order to accomplish this, problems must be dealt with on an individual basis with relaxed instruction geared to the interest of the pupil. A reading teacher who is an enthusiastic reader herself will convey this enthusiasm to her students.

"In addition to helping individual pupils who are having reading difficulties, the effectiveness of reading instruction in the regular classroom can be elevated by consultation between the special reading teacher and the classroom teacher.

"A special reading teacher has a real opportunity to inform school patrons and the community at large of the need for improved reading instruction at all levels. This is essential if we are to achieve an improvement in the level of reading of the general public.

"As will be seen, numerous tests and records are employed in the special reading program, all of which should be used in assessing the individual's interests and abilities. The instructor is cautioned against using these devices as ends in themselves. Individual records would feasibly include test scores obtained from the Pupil Personnel Record. Additional diagnostic instruments are necessary for pupil placement. This data can then be utilized for grouping pupils according to reading needs for personalized instruction.

"Lesson planning is of necessity flexible, with pupil involvement an ideal. It should be noted that individuals respond best when a variety of methods and materials are provided. Since the listening and interest levels of disabled readers are usually significantly higher than their reading levels, occasionally more difficult materials may be read aloud by the teacher for added interest.

"It is important to nurture the confidence of parents of disabled readers in their offspring. These pupils need the assurance of parent-teacher cooperation and acceptance. This can be accomplished through school conferences and home visitation, scheduled during the suggested six hours per week recommended for planning, visitation, and conference."

Instructional Aides

The 15 aides, initiated with a five-day preservice training program, were employed 35 hours per week throughout the school year. Duties of the aides and volunteers were both clerical and instructional in nature. Instructional aides assisted by keeping classroom records, duplicating and assembling teaching materials, taking over the class while the teacher worked with an individual pupil, and meeting with children individually or in small groups to read to them or listen to them read.

Procedures

This report is an evaluation of the Corrective Reading program for the entire academic year, dating from August 26, 1971 to May 26, 1972. Late August and early September were spent identifying pupils in need of corrective reading instruction and organizing classes. An overview of the 1971-72 Corrective Reading program is provided by the following portions of a memo from the Director of Reading to All Principals and Special Reading Teachers (August 23, 1971):

> "There are six phases in the corrective reading program: identification, screening, diagnosis, scheduling, instruction, and evaluation. It is recommended that a 'team' approach be used to identify pupils for possible placement in the special reading program. The 'team' approach will enable the administrators, classroom teachers and special reading teachers to cooperate in a successful endeavor to correct reading disabilities. The 'team' concept will enable the special reading teacher (SRT) to function more effectively, both in working with pupils and as a resource person for reading improvement at the building level.
>
> "Identification
> Identification procedures begin with the classroom teacher who makes referrals to the special reading program. Pupils are identified through the use of pupil's personnel record, observations, tests, reading record folder, and scattergrams. Revised Group Analysis Charts for each grade level have been prepared for use during the 1971-72 school year. Two basic considerations are significant:
>
> 1. "Standardized reading achievement tests and group intelligence tests are to be used within each school. Individual grade-level reading scores from these tests can be used in making a scattergram for each grade. Specific directions for completing this phase of the special reading program are available in a revised Reading Services bulletin."
>
>   "Some buildings are using the Reading Study Achievement Tests. These tests can also be used in the identification phase. The profile sheet will identify pupils who score below 75 percent (frustration level) in specific reading skills taught in each book. These pupils should receive additional instruction in those skills before going into the next book.
>
> 2. "Classroom teachers should be encouraged to prepare referral forms for pupils being recommended for special reading instruction."
>
> "Screening
> Screening procedures in grades one to six are the responsibility of the special reading teacher, who, with the principal, decides which students from those previously identified will be scheduled for corrective reading classes. Factors considered will include the number of pupils needing help, case load, deficiencies in basic reading skills, and 'preventive' short-term instruction.

"Screening for junior high school special reading should precede scheduling. For this reason, the identification phase mentioned above is important. Guidance personnel are important members of the 'team' approach at the junior high school level. Factors considered by the SRT in screening students include the number recommended, the case load, student's success potential, attendance record and attitude.

"Diagnosis
Following completion of screening procedures, pupils are selected for placement in the corrective reading program. Diagnostic procedures for grades 1-9 must be initiated by the SRT before correction can begin. Since reading difficulties are related to a variety of problems, a knowledge of the whole child and his needs is essential to his reading improvement. The SRT will give each pupil several individual tests (formal and informal) for diagnostic purposes. Cumulative information from these tests, which includes results of an informal reading inventory, will be used to estimate:

1. Pupil's ability to profit from corrective reading instruction. A low score on a group IQ test should not automatically eliminate a pupil for possible placement in the program. Decisions to schedule pupils are made on an individual basis with the question, 'Can this pupil benefit from special reading instruction?' used as a guide.

2. The extent of his reading disability.

"Scheduling
The inter-discipline 'team' approach should be used whenever feasible to schedule pupils in special reading classes. The SRT, administrator, nurse, and school counselor plan supporting roles. The following guide-lines should be considered for scheduling purposes:

1. In certain situations, first grade pupils can be given priority for placement in special reading. Experience has shown that in these situations it is better for the SRT to work cooperatively with the first grade teacher within the regular classroom rather than take the pupil out for special instruction. This type of program places emphasis on prevention of reading problems and at this level is not classified as corrective reading instruction."

2. Following the consideration listed above, second graders should receive next priority, then work up through the grades.

3. Beginning with second grade, pupils with greater capacities for learning should receive first consideration.

4. If possible, pupils with corresponding reading problems should be scheduled together.

5. The 'mild corrective' and 'corrective' students will be selected prior to other type of reading disabilities.

6. Experiences in organizing classes for special reading show that we can cross grade levels when scheduling for instruction. There is some evidence to justify the organization of classes so that boys and girls are instructed separately in grades 7-9. However this is a matter of choice and has not been a problem.

   At the secondary level use discretion as to past attendance records in determining whether a student will attend frequently enough to profit from reading instruction.

7. It is suggested that 'mild corrective' and 'corrective' readers be given preference over 'severe correctives' and/or 'remedial' cases. However, there may be cases when the SRT will find it feasiblt to schedule one group of 'severe correctives.' This decision should be only if the SRT has the time and competency for helping these pupils. The SRT should be aware of her role on a building staff and be willing to assume some responsibility for helping to promote acceptance of the program by pupils, fellow-teachers, and community.

8. 'Severe Correctives' should be referred to the Reading Services Center for a more comprehensive diagnostic testing and for possible placement in a program of instruction at the C.E.C.

9. Special reading teachers are guided by the following criteria when attempting to estimate the extent to which a child is disabled in reading:

   A. MILD CORRECTIVE

      a. Normal IQ - has ability to profit from short term corrective program
      b. One or two years behind grade level in reading
      c. Has some reading skills, weak in either word recognition and/or comprehension
      d. Is able to do some reading, but dislikes reading
      e. Embarrassed over poor reading achievement
      f. In most cases his problem is one of attitude. He can be helped through a close relationship with a teacher and through 'success steps' in reading
      g. Does not have a known psychological or neurological problem

   B. CORRECTIVE

      a. Normal IQ
      b. Is two or more years behind grade level in reading
      c. Has been unable to develop reading skills and needs help in this area
      d. The pupil knows he is a failure and has developed a poor attitude and a negative self-concept
      e. Does not have a known psychological or neurological problem

C. SEVERE CORRECTIVE AND/OR REMEDIAL

a. Normal IQ
b. Non-reader - needs extended help in reading and personality
c. Has known psychological and/or neurological handicaps
d. Needs a specialized program (the usual visual-auditory methods are not sufficient to overcome reading problem)
e. The inter-discipline 'team' approach to instruction must be used

10. The principal, classroom teacher, and SRT will draw up the schedule for corrective reading groups.

11. Some pupils may be in the program for approximately nine weeks, others eighteen weeks, still others may be in the program the entire year.

12. Recommendations for phasing a pupil out of the program is the responsibility of the SRT in cooperation with the building administrator and classroom teacher.

"Instruction

Size of group for instruction: (Maximum sizes are listed below)

Type	Lesson	Sessions Per Week	Group Size
Mild Corrective	30-40 minutes	2-3	5 to 8 children
Corrective	30-40 minutes	3-4	3 to 5 children
Severe Corrective and/or Remedial	30 minutes or less	4-5	2 to 3 children
Reading Improvement	1 hour	5	15 children

"The measure of success in reading improvement is largely determined by what takes place during the instructional phase of the corrective reading program. The SRT has at least two opportunities for effecting reading improvement. First, is the direct effect by working with individual pupils in special reading. Second, and more indirect, but nevertheless effective, is through serving as a catalyst for improving reading instruction at the building level.

"The special reading teacher with the assistance of the principal, should schedule one-fifth of her week to planning, visitation, and conference. Included in this block of time are:

meeting with parents of disabled readers

serving as a building consultant to classroom teachers

maintaining individual records of students admitted to the corrective reading program.

"Some deviations from the regular Corrective Reading program are planned for the FY 1972. A primary reading program with emphasis on prevention of reading problems and changes in instructional procedures in junior high school special reading are planned for selected school attendance centers. A brief description of each program follows:

"Children with potential reading disabilities can be identified at an early school age. Deficiencies in readiness noted in kindergarten will be the determining factors in the selection of children to receive special reading instruction at the first grade level. Priority will be placed with first grade, then moved upward through second and third grades. A Special Reading Teacher will work with not more than five classrooms in a building with a paraprofessional assigned as a member of the "reading team." Instruction will be given in regular classrooms. The case load for special reading will be the number identified as potential reading problems within each classroom.

"The Reading Center concept will be the focus for reading instruction at Brooks, Roosevelt, Truesdell, and Wilbur junior high schools. Seventh grade English classes will be scheduled in the Reading Center for a 6-9 weeks reading unit with their regular English teacher. Screening and scheduling for Corrective Reading will be scheduled in the Reading Center during the second, third, and fourth quarter. The case load equivalent for Corrective Reading will be the same as specified for the regular program.

"The SRT will do well to consider the four R's of helping children with reading difficulties:

1. Re-orient attitudes--negative attitudes have prevailed and the SRT should strive to promote the positive aspect of learning to read.

2. Review and reteach reading skills--cracking the printed code and reading comprehension skills will receive major emphasis in the special reading program.

3. Re-educate and correct confusion--as an SRT, expertise has been developed in diagnosis of reading problems. The prognosis will re-cycle the pupil in basic skills development.

4. Reinforce learning--when planning activities for pupils with reading problems, repetition will tend to reinforce skills. Methods should vary and include auditory, visual, and kinesthetic approaches to word recognition. When a strength modality is known, this approach should receive major emphasis."

Pre and posttesting of all Corrective Reading pupils was done using the various forms of the Gates-MacGinitie Reading Test. Pretests were administered during the first three weeks of school; posttesting was to be completed no later than May 12, 1972. Pupils who were phased out of the reading program during the year were posttested at the time of their withdrawal. These test scores,along with other relevant data, were reported for purposes of evaluation.

A variety of equipment was used to implement the Corrective Reading program, including controlled readers, filmstrip projectors, record players, cassette and reel recorders, and overhead projectors.

Four inservice meetings were planned during the school year for teachers. Additional opportunities for training are available annually in the form of summer reading workshops, most of which can be taken for graduate credit. Instructional aides were given a week of preservice orientation and training.

Teachers were urged to foster parental interest and involvement in the program. Provisions were made so that a fifth of the teacher's weekly schedule was reserved for planning. visitation, and consultation.

A report of Wichita's Corrective Reading program was published by HEW as one of 34 promising programs in childhood education. Copies of this booklet may be obtained from the U. S. Government Printing Office, Washington, D. C. 20402, for 20 cents each (refer to catalog number HE 5.220:20158).

Budget

Funds for the Corrective Reading program were provided by ESEA, Title I. A total of $491,344 was expended for the 1971-72 program. This amount included $441,108 for salaries, $21,016 for O.A.S.I., $17,700 for equipment and supplies, $9,900 for training stipends and workshops, and $1,620 for mileage of "floating" teachers. Expenses not represented in the above figure include the salary of the Director of Reading and costs of building and maintenance, all of which are provided by the local education agency. Purchase of major items of equipment was completed in previous years and thus is not a part of the 1971-72 budget. Based on a total of 1550 participants, the per pupil cost of the Corrective Reading program was $317.00.

EVALUATION

The Title I Corrective Reading program in USD 259 for the academic year of 1971-72 had as its main goals the improving and upgrading of word recognition and reading comprehension skills.

Based on the above stated goals, the following objectives were selected for evaluation:

1) A Corrective Reading program for educationally deprived children will be provided as shown by the designation of financial resources for the program and by the assignment of staff to implement the program.

2) Corrective Reading teachers will identify those pupils in the target schools, grades 1 through 9, who are eligible for placement in Corrective Reading classes as shown by a list of eligible pupils maintained by each school. Criteria for eligibility will be based on observations of the classroom teacher, on the pupil's ability to profit from Corrective Reading instruction, and on the pupils reading retardation as shown by standardized tests.

3) Pupils enrolled in Title I Corrective Reading will show improvements in:

   a. the reading instructional grade level of at least month per month gains as shown by teacher evaluation of the pupils' performance on graded text, word lists, or other measure;

b. the reading vocabulary of at least month per month gains as shown by comparisons of pretest and posttest results on the Gates-MacGinitie Reading Vocabulary Tests;

c. the reading comprehension of at least month per month gains as shown by comparisons of pretest and posttest results on the Gates-MacGinitie Reading Comprehension Tests.

Table 02.1 summarizes the Corrective Reading participation statistics by sex, race, and grade level. As the Table indicates, over 56 percent of the pupils were boys. Distribution by race of the 1550 participants was 70 percent Negro, 24 percent Caucasian and slightly less than six percent representing the remaining categories of Mexican American, American Indian, Oriental, and other or undetermined. Nearly 52 percent of the pupils were in the first, second, or third grades; only 31 percent were of junior high school age. Table 02.2 gives the same information for non-public school participants, who represent about five percent of the total population served. Within this smaller group, the tendency for there to be more boys than girls in Corrective Reading is accentuated. The racial breakdown of the non-public group does not reflect that of the larger population; in the non-public group, the percentages of Caucasian and Mexican American pupils are larger, and the proportion of the group which is Negro is much smaller.

Achievement of the first objective, that a Corrective Reading program would be provided for educationally deprived children, was to be determined on the basis of monies and staff used to implement the project. Based on the reported budget of $491,344 and a staff of 38.5 teaching positions and 15 instructional aides, it may be concluded that this objective was met.

The second objective stated that Corrective Reading teachers would identify those pupils eligible for placement in the Corrective Reading program. Because the Corrective Reading teachers, in collaboration with other school personnel, tested and screened potential participants in the process of enrolling 1550 pupils in their program, it seems clear that this objective was also met.

The last objective specified at least month per month gains in pupils'

a) reading instructional grade level, as shown by teacher evaluation;

b) reading vocabulary, as shown by comparisons of pre and posttest results on the Gates-MacGinitie Reading Vocabulary Tests; and

c) reading comprehension, as measured by pre and post scores on the Gates-MacGinitie Reading Comprehension Test.

Tables 02.3, 02.4, and 02.5 summarize the information relevant to parts a, b, and c, respectively, of this objective.

According to Table 02.3, teachers reported month per month, or better, mean gains for more than half of their pupils in grades 2 through 9. Least improvement was shown by the first grade group; less than 33 percent of the pupils evaluated showed a minimum of one month gain for every month they had been in Corrective Reading. The fourth grade pupils showed the greatest gains. Teachers reported that 86 percent of this group made the necessary improvement.

TABLE 02.1

TOTAL PUPIL PARTICIPATION IN CORRECTIVE READING BY GRADE LEVEL, SEX, AND RACE

Grade	Number	Sex		Race					
		Male	Female	Caucasian	Oriental	Negro	Mexican American	American Indian	Other
1	188	107	81	34	1	147	4	1	1
2	376	202	174	136	0	215	14	7	4
3	241	137	104	78	0	157	2	2	2
4	157	94	63	38	0	111	8	0	0
5	66	39	27	15	0	46	3	1	1
6	45	27	18	9	0	35	0	1	0
7	264	144	120	23	0	218	3	5	15
8	128	70	58	26	0	89	2	3	8
9	85	53	32	18	0	67	0	0	0
Totals	1550	873	677	377	1	1085	36	20	31
Percents	100.0	56.3	43.7	24.3	0.1	70.0	2.3	1.3	2.0

TABLE 02.2

NON-PUBLIC SCHOOL PUPIL PARTICIPATION IN CORRECTIVE READING BY GRADE LEVEL, SEX, AND RACE

Grade	Number	Sex		Race					
		Male	Female	Caucasian	Oriental	Negro	Mexican American	American Indian	Other
2	19	11	8	6	0	8	5	0	0
3	12	9	3	8	0	3	0	0	1
4	21	13	8	11	0	7	3	0	0
5	11	4	7	5	0	5	1	0	0
6	7	6	1	4	0	3	0	0	0
7	2	2	0	0	0	2	0	0	0
Totals	72	45	27	34	0	28	9	0	1
Percents	100.0	62.5	37.5	47.2	0	38.9	12.5	0	1.4

TABLE 02.3

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON INSTRUCTIONAL READING GRADE LEVEL (TEACHER EVALUATION)

N=1100

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction							
		1.5 or more		1.0 to 1.4		.7 to .9		.6 or less	
		No.	Percent*	No.	Percent*	No.	Percent*	No.	Percent*
1	61	10	16.4	10	16.4	3	4.9	38	62.3
2	278	161	57.9	31	11.2	17	6.1	69	24.8
3	177	102	57.6	36	20.3	7	4.0	32	18.1
4	133	87	65.4	28	21.0	1	.7	17	12.8
5	55	31	56.4	19	34.5			5	9.1
6	44	30	68.2	6	13.6	3	6.8	5	11.4
7	205	127	62.0	28	13.7	8	3.9	42	20.5
8	83	37	44.6	15	18.1	4	4.8	27	32.5
9	64	34	53.1	6	9.4	7	10.9	17	26.6

* Percents are rounded

TABLE 02.4

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES-MACGINITIE (VOCABULARY SUBTEST)

N=888

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction							
		1.5 or more		1.0 to 1.4		.7 to .9		.6 or less	
		No.	Percent*	No.	Percent*	No.	Percent*	No.	Percent*
2	187	71	38.0	42	22.5	15	8.0	59	31.6
3	120	41	34.1	27	22.5	11	9.1	41	34.1
4	101	31	30.7	22	21.8	12	11.9	36	35.6
5	51	22	43.1	10	19.6	8	15.7	11	21.6
6	37	16	43.2	6	16.2	6	16.2	9	24.3
7	229	124	54.1	12	5.2	6	2.6	87	38.0
8	100	46	46.0	7	7.0	4	4.0	43	43.0
9	63	32	50.8	9	14.3			22	34.9

* Percents are rounded

TABLE 02.5

MONTHLY GAINS SCORED BY CORRECTIVE READING PUPILS ON GATES-MACGINITIE (COMPREHENSION SUBTEST)

N=876

Grade	Number Pupils	Mean Gains per Month of Corrective Reading Instruction							
		1.5 or more		1.0 to 1.4		.7 to .9		.6 or less	
		No.	Percent*	No.	Percent*	No.	Percent*	No.	Percent*
2	184	55	29.9	38	20.7	23	12.5	68	37.0
3	120	34	28.3	27	22.5	10	8.3	49	41.0
4	101	31	30.7	19	18.8	10	9.9	41	40.6
5	50	17	34.0	8	16.0	4	8.0	21	42.0
6	37	18	48.6	5	13.5	4	10.8	10	27.0
7	228	115	50.4	22	9.6	14	6.1	77	33.8
8	96	44	45.8	8	8.3	4	4.2	40	41.7
9	60	26	43.3	6	10.0	3	5.0	25	41.7

* Percents are rounded

Overall, 73 percent of the pupils for which data were available showed gains of one or more months for each month in Corrective Reading. It is interesting to note that 56 percent of the population showed mean gains of at least 1.5 months and 23 percent showed gains of .6 months or less per month in the program; 21 percent of the pupils evaluated made monthly gains in the .7 to 1.4 months range.

Improvement in reading vocabulary was also reported in month per month gains, as measured on the Vocabulary subtest of the Gates-MacGinitie. The criterion of month per month mean gain was reached or surpassed by 58 percent of the 888 pupils tested. More than 60 percent of the second, fifth, and ninth grade pupils tested showed month per month vocabulary improvement, while over 57 percent of the third, sixth and seventh grade children did so. Among the group as a whole, 43 percent made gains of at least 1.5 months, 35 percent gained no more than .6 months per month, and 22 percent gained from .7 to 1.4 months for every month spent in the program.

Some 54 percent of the pupils tested showed the specified monthly gains on the Comprehension subtest of the Gates-MacGinitie. Fifty percent or more of pupils of all grades except the third grade made at least month per month gains. Results for the entire group indicate that 39 percent of the pupils made mean gains of at least 1.5 month per month on the Comprehension subtest, while 38 percent gained no more than .6 months for each month enrolled in Corrective Reading. The remaining 23 percent made gains between .7 and 1.4 months for each month in corrective reading.

RECOMMENDATIONS

It has been determined that the proportion of pupils who performed at or above the month per month gain standard, specified in the program objectives, ranged from 54 to 73 percent of the group tested. In view of the continued emphasis on communications and the need to upgrade the achievement level of educationally deprived pupils, it is recommended that the program be continued as one of the major components of Wichits's Title I project.

03.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
ART INSTRUCTION AND
EXPRESSION PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

ART INSTRUCTION AND EXPRESSION, 1971-72

SUMMARY

A special art program was provided for pupils in six Title I elementary schools. Three special art teachers served two schools each. The major emphasis of the program was art therapy in which pupils referred by teachers, counselors, or principals received individual attention in the art therapy room with art media as the vehicle for establishing better school relationships. Therapy classes were very small, ranging from one pupil to a maximum of five. Pupils were free to pursue any type of art interest or art project they desired.

Based on the evaluation, the recommendation was made to continue the program in a more concentrated manner by assigning each art teacher to only one school.

ACTIVITY CONTEXT

During the six years, 1965 through 1971, the art component of the Title I program has redirected its emphasis. In 1965 the three art teachers served 33 elementary schools with approximately 17,700 children. The primary role of the art teacher at that time was that of an art consultant, whose concern was improving the elementary teacher's ability to teach art. During the ensuing years the art program has redirected the role of art teacher from that of an art consultant to the art therapist-art teacher concept.

The recommendation for the 1971-72 Title I art program placed more emphasis on the development of programs for youngsters who had difficulties adjusting to the school environment and needed individual attention. Particular emphasis was placed on a program where these children would have an opportunity to work in isolation and in areas of their choice with materials that were not cognitively oriented but emphasised affective behavioral attitudes in order to develop more positive relations in the school environment.

For 1971-72, the role of the art teachers in the schools was to assume the duties of an art therapist. They were also charged with the responsibility of the art program in the schools; to develop a well rounded art program in both two and three dimensional areas with emphasis on cultural and ethnic values.

PROGRAM DESCRIPTION

Scope

During the 1971-72 school year, the art therapy program was conducted in six elementary schools in the Title I target area. A total of 248 pupils of all grade levels, kindergarten through sixth grade, received an average of eight art therapy sessions.

The main goal of art therapy was to help poorly adjusted pupils to cope with the school environment through a non-verbal media.

Personnel

Three special art teachers were assigned to the program. One teacher entered the program in 1971, another in 1970, and the third had been in the program from its inception in 1965. Each teacher was highly motivated toward the art program.

Procedures

This report is for the school year of 1971-72. The six elementary schools served by the program were Ingalls, L'Ouverture, Mueller, Park, Rogers, and Waco. Where possible separate facilities were set aside for the art teacher's use but in some schools short on space a sharing arrangement had to be worked out with other staff members. Pupils were usually referred to art therapy by the regular classroom teacher. It was felt that pupils with adjustment problems could be helped in the kind of a non-threatening environment characterized by the art room, a place where there was no chance for failure, no tests to take, or grades to earn. Each pupil was free to pursue his own interest whether it was painting, beading, or sawing boards.

A listing of the kinds of materials and the processes involved will give some dimension to the wide range of art activities employed:

Materials

- acrylic paint
- beads
- bristol board
- burlap
- charcoal
- clay
- crayons
- crepe paper
- felt
- glue, paste
- ink
- jute
- liquid plastic
- liquid resin
- mat board
- nails
- paint
- paper
- plaster
- reed
- resin crystals
- shellac
- tempera
- thread
- tissue paper
- water color
- wax
- wire
- wood
- yarn

Processes

- batiking
- beading
- brush painting
- burlap hooking
- burlap sewing
- candle making
- clay molding
- collage
- coloring
- decoupage
- drawing
- finger painting
- jewelry making
- macrame knotting
- montage
- paper mache
- plastic sculpture
- plaster casting
- printing
- sand casting
- slab sculpture
- slide making
- weaving
- wire sculpture
- wood carving
- wood working

Tools such as drills, hand saws, kiln, linoleum cutters, needles, paint brushes, pliers, sabre saw, scissors, and wire cutters were used by the pupils.

Appropriate displays of art work were exhibited on bulletin boards and in the library.

Budget

Instructional Salaries	(3)	$30,220
OASI		1,571
Art Supplies		3,000
Total		$34,791

Based on the participation of 248 pupils in art therapy the per pupil cost amounts to $140.29.

EVALUATION

The program had as its focus two main goals: the provision for art therapy and the development of an art program.

The following objectives were selected for evaluation:

Objective 1: A program utilizing the techniques and materials of art will be provided to the pupils of selected elementary schools as shown by the allocation of funds for the program and the assignment of staff to implement the program.

Objective 2: Art teachers, working in conjunction with regular classroom teachers, principals, nurses, and counselors, will identify those pupils who have adjustment problems coping with the school environment in the verbal areas and who are believed to have possibilities of working out solutions to these problems through non-verbal approaches (art therapy). Each art teacher will maintain a record of pupils referred for art-therapy instruction.

Objective 3: Pupils who have been assigned to the art teachers for art therapy will show improvement in their adjustment problems as shown by anecdotal records and randomly selected case study reports.

Information in Table 03.1 shows the sex and race composition of participants. Also shown are the number of therapy sessions attended by pupils.

TABLE 03.1

PUPIL PARTICIPATION STATISTICS IN ART THERAPY, 1971-72

	Sex		Race*						Number
Grade	M	F	1	2	3	4	5	Total	Sessions
Sixth	24	11	23		11	1		35	353
Fifth	17	9	15		9	2		26	176
Fourth	19	9	16		11	1		28	297
Third	31	26	32	1	20	4		57	469
Second	26	20	31		13	1	1	46	471
First	26	24	22	1	17	10		50	297
Kdg	3	3	1		5			6	13
Total									
Number	146	102	140	2	86	19	1	248	2,076
Percent**	59	41	56	1	35	8	1		

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

** Percents are rounded

Each art teacher maintained a note book containing a chronological report of her work with each pupil. From these anecdotal records, the teachers developed six narrative reports of the progress of six pupils. Two of these were chosen for inclusion here to illustrate the kind of work being accomplished by the art therapy program. In each report the names have been changed to retain anonymity.

> "Bill is a third-grader who is unstructured and undisciplined. His teacher referred him to art therapy because of his disruptive behavior in class. Bill has an unstable homelife. He is a "tough" kid whose imagination was channelled toward extortion of money from students upon threats of violence. Bill has a short attention span, and so he was given different media each session to sustain his interest. All his work was saved, and he was urged to finish it in a later session. Gradually, he saw that the pieces he had worked on longest were best. His perseverence was rewarded when some of Bill's work was chosen for an exhibit in Century II. Bill was very proud of this honor. Most successful of all was using Bill to teach art projects acress grade levels, because other students saw him in a capacity other than gang-leader, and acknowledged his non-violent abilities."

> "John is a fifth-grader who was referred to art therapy by the Principal. John was new to school and indicated that he did not like his new school or his teacher. John was frequently absent and often disruptive when he did attend. He seldom spoke and almost never smiled. In beginning sessions, John was reticent, wary and extremely unresponsive in reacting to art media. He chose tempera paint and painted himself standing alone in a large field. He was praised for honest efforts, and his art work was displayed in the lunchroom where everyone could see it. A portrait sketch was done of John, and it was also displayed. This seemed to be the turning point for John. He pointed out his protrait to classmates with a big grin. He began to approach his own art work with a new eagerness. John's success in art has carried over into other areas, his teacher reports, and his attendance is much improved. Best of all, John smiles more."

Conferences with the art teachers revealed that some of the problems mentioned in last year's report still exist as problems. The art program needs to have its own facilities and enough space where large projects can be spread out and left over for future sessions. A sink and running water are needed for clean-up purposes. Slow delivery of supply items curtails the use of some techniques at crucial times.

RECOMMENDATIONS

This program is recommended for continuation in a more concentrated manner. Last year's recommendations are reiterated with some modifications:

- continue the program with total emphasis on the art therapy activities;
- Schedule the art teacher into only one school - after two or three years in one school, rotate teachers to other Title I schools;
- provide art teacher with adequate facilities for the conduct of art therapy;
- establish a small petty cash fund for each teacher so purchases can be made at crucial times.

04.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE PRIMARY MATHEMATICS PROJECT

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

PRIMARY MATHEMATICS PROJECT, 1971-72

SUMMARY

The Primary Mathematics Project provided for further implementation of new approaches to the teaching of mathematical concepts which were developed during the 1970-71 project year. The main theme of the program was to present mathematics in a way which had little dependence upon the printed page. During the 1971-72 year there were six schools with eighteen teachers and about 650 pupils in kindergarten through second grade which were included in the project. The main goals were to (1) implement the mathematics program, (2) develop a positive teacher attitude toward the teaching of mathematics, and (3) to improve pupils' mathematical achievement. It was not conclusively determined that teachers' attitudes toward the teaching of mathematics was changed. Pupil achievement was shown to be significantly better for the project than the non-project group. Project group gains ranged from 11.6 to 25.6 greater than the non-project group gains.

Because of the apparent success shown in teaching mathematical concepts and mastery, the recommendation was made to continue and expand the program.

PROGRAM DESCRIPTION

Scope of the Program

The Primary Mathematics Project consisted of two phases, development and implementation. The developmental phase was completed at the end of the 1970-71 school year in one school. This report continues with the implemental phase. The main objective was to implement a mathematics program in grades K-2 which had low dependence on reading ability. Title I schools included in the implemental phase were Kellogg, Ingalls, Irving, MacArthur, Mueller, and Rogers.

Personnel

A. Mathematics Specialist

A former high school mathematics teacher was selected for this position at the beginning of the project in January, 1970.

B. Teachers

In 1971-72 there were 18 teachers, three in each of the six schools, one for each grade level K-2. Salaries of these teachers were paid locally.

C. Primary Math Consultants

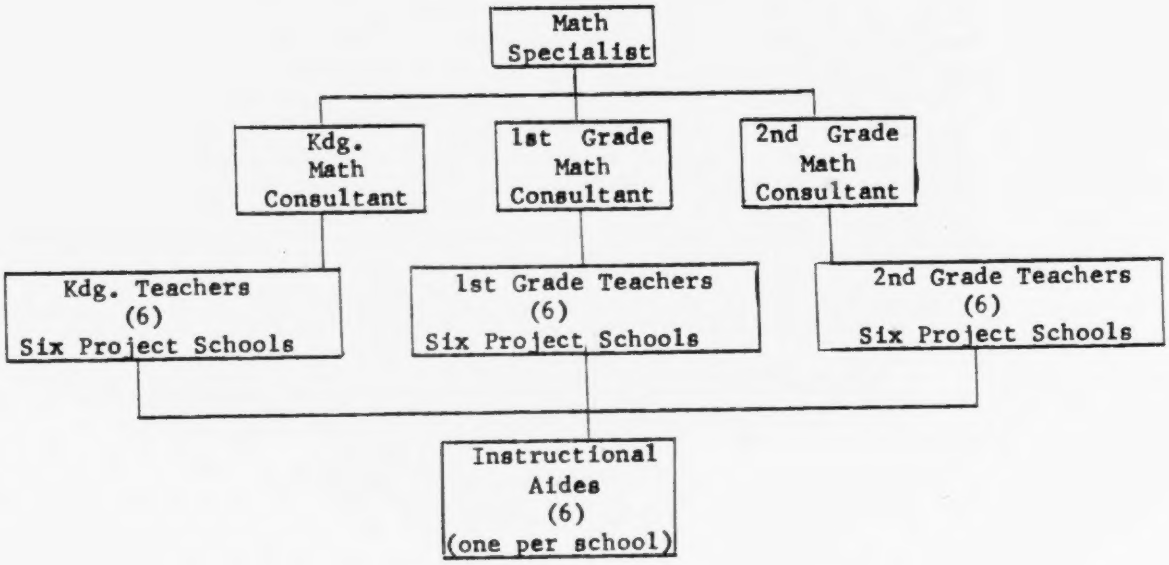
Beginning with second semester of the 1971-72 school year, three consultant positions were opened in the program. Main duties of the consultants were to:

1. provide classroom demonstrations.
2. make classroom observations.
3. assist in evaluation of student concept development.
4. assist the classroom teacher to tailor a math program for implementation in her room.
5. provide release time for classroom teacher to confer with Math Specialist.
6. hold inservice meetings with project teachers.
7. assist with summer work shops.
8. conduct inservice training sessions for non-project teachers.
9. assist in project revision as needed.

D. Instructional Aides

One instructional aide was assigned in each of the six project schools to assist with clerical details, producing instructional materials, and monitoring mathematics activities in the project classroom. The aides also worked with individual or with small groups of up to three pupils.

ORGANIZATIONAL STRUCTURE OF PRIMARY MATHEMATICS
PROJECT
1971-72
IMPLEMENTATION PHASE


Math Specialist
Kdg. Math Consultant
1st Grade Math Consultant
2nd Grade Math Consultant
Kdg. Teachers (6) Six Project Schools
1st Grade Teachers (6) Six Project Schools
2nd Grade Teachers (6) Six Project Schools
Instructional Aides (6) (one per school)

Procedures

The following is quoted from the Mathematics Specialist proposal:

> "The planned duration of this project is for the school year 1971-72. Instructional leadership needed for successful implementation will be the responsibility of the Mathematics Specialist. The Math Specialist will conduct workshops for the teachers in the project preceding and during the 1971-1972 school year. A one week workshop will be held the week preceding the 1971-1972 school year. It is hoped that from this workshop the teacher will become familiar with the structure of the Primary Math Project (pre-test, skill sheets, teaching strategies, readiness tests, etc.) and develop a sensitivity for the project which is necessary for its successful implementation. Workshops will be held one Saturday morning per month, during the school year. During these workshops the teachers will be given an opportunity to share common concerns about the implementation of the project. They will also be given an opportunity to construct visual aids needed for the project. The specialist will work closely with all the teachers in the project to make sure the teaching strategies from the handbook are understood and used. Demonstration lessons will be given at appropriate times by the specialist or teachers of the pilot project.
>
> Workshops and inservice sessions will be held in buildings other than those in the project, in an effort to disseminate information and ideas to other schools. Teachers in the pilot program can be used to help demonstrate teaching strategies used in the Developmental Primary Mathematics Project."

Budget

Budgeted direct costs of this project were as follows:

Salaries		
1 Math Specialist	214 days	
3 Math Consultants	81 days each	
6 Instructional aides	7 hours per day for 9 months each	$43,689
Training Stipends		
18 Project Teachers		
6 Instructional Aides		3,070
Workshops		9,482
Teaching Supplies		1,500
Auto and Travel allowance		
1 Math Specialist		
3 Math Consultants		1,265
Outside Consultants		700
OASI		1,713
Total		$61,419

EVALUATION

The following evaluation design was filed with the original project proposal:

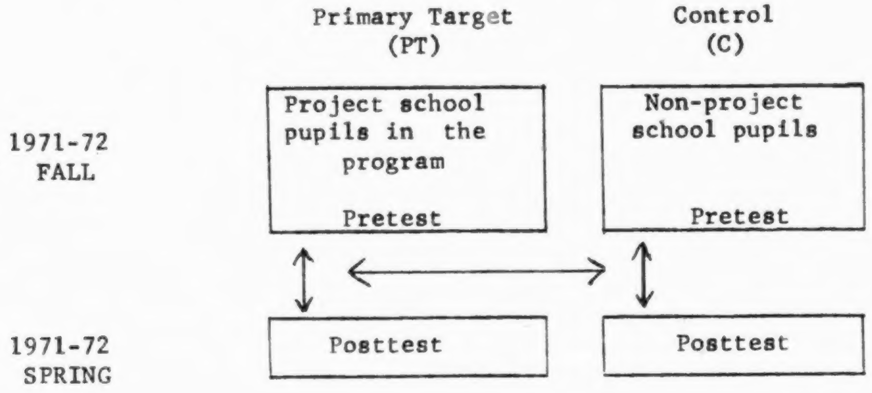
"There are three broad goals of this project:

Goal 1: To implement a K-2 number program with low dependency on printed material.
Goal 2: To implement a program where teachers will develop a positive attitude toward teaching mathematics.
Goal 3: To improve mathematical achievement.

Each goal lends itself to the statement of a behavioral objective. These are stated as follows:

1. A mathematics program with low reading dependency will be implemented in educationally deprived schools for grades K-2, as shown by the six elementary schools chosen for the project, where the handbook developed during the Developmental Primary Mathematics Project will be used for the mathematics program.
2. The teachers' confidence and attitude toward teaching mathematics will be improved as shown by a questionnaire developed by the mathematics specialist and research specialist.
3. The mathematical achievement of the children involved in the program will be improved significantly beyond that of a control group as shown by pupils' responses to locally developed arithmetic test instruments.

PRIMARY MATHEMATICS PROGRAM COMPARISONS



Comparison 1: (Vertical Arrows)

Compares change from pretest in fall 1971-72 to posttest in spring of 1971-72 within PT, and C.

$1H_1$: Posttest 71-72 (PT) > Pretest 71-72 (PT)
$1H_2$: Posttest 71-72 (C) > Pretest 71-72 (C)

Comparison 2: (Horizontal Arrows)

$2H_1$: PT (Gain) $>$ C (Gain)
$2H_2$: Posttest PT $>$ Posttest C

In the above model, the primary target is considered to be those pupils in the project schools. Because part of the test being a rather lengthy individual oral examination, the pupils used in the evaluation are to be selected in the following manner:

From alphabetical lists of pupils in the project schools, one list for each grade K-2, a pupil will be randomly selected from among the first five names. Thereafter, every fourth pupil will be selected.

The control group will be drawn from entirely different schools. No adequate means are available to select a strictly "matched" control group; however, the other Title I elementary schools should provide a fairly comparable control group. The pupils to be evaluated for the control group will be selected in the same way as those in the primary target."

Statistics regarding pupil participation in the project are shown in Table 04.1. The number of kindergarten pupils participating appears to be high but this can be accounted for by the fact that each kindergarten teacher teaches two separate groups of pupils, one group in the morning and one in the afternoon. Another kind of statistic is also show, the pupil unit. The pupil unit is defined as the total days of pupil membership divided by 180, the number of days in the school year. This gives a truer picture of the teaching load, because for example, a pupil enrolled for five days is given a weight of 5/180 whereas without this weighting system the same pupil would be weighted the same as the pupil who was enrolled all year.

TABLE 04.1
PRIMARY MATHEMATICS PROJECT
PARTICIPATION STATISTICS
1971-72

Grade	Sex		Race**					Total	Pupil Units
	Male	Female	1	2	3	4	5		
Kdg.	157	149	238	1	57	6	4	306	254
First	93	87	147	1	24	4	4	180	155
Second	80	84	136	1	19	6	2	164	138
Total Number	330	320	521	3	100	16	10	650	546
Percent*	50.8	49.2	80.2	.5	15.4	2.3	1.5		

*Percents are rounded
** 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

Project teachers' confidence and attitudes were sampled in two ways. First by a self reporting questionnaire directed to the teachers early in the year and again near year's end and second by a checklist rating scale for each teacher completed by the mathematics specialist in December and again in May. Results of the self report questionnaire were rather inconclusive. At the beginning of the year, on an item concerning the teacher's area of greater teaching confidence, language skills or quantitative skills, three of 15 teachers or 20 percent, felt more confident in teaching language skills; one, or seven percent, felt more confident teaching quantitative skills, with the remaining eleven teachers expressing equal confidence in both areas. At the end of the year, one teacher of eleven or nine percent reporting felt greater confidence in language skills. The other ten or 93 percent felt equally confident in both areas. In the fall, one teacher of 15 or seven percent, preferred teaching mathematics, whereas in the spring, three of 11 or 27 percent, preferred mathematics.

The composite profiles shown in Table 04.2 indicate that the 16 teachers for whom December and May ratings were available showed some improvement in each factor rated. Ratings of each factor were subjective and based on the perceptions of the rater.

Pupil achievement based on randomly selected groups was examined. Kindergarten pupils were measured pre-post by an instrument developed by the mathematics specialist. These results are shown in Table 04.3. The project or primary target group with 31 pupils showed a mean gain of 19.8 points, whereas the 21 comparison group pupils gained 7.9 points. Gains ranged from +1 to 34 points for the project group and from -3 to 21 points for the comparison.

First grade pupils were measured pre-post by appropriate forms of the math readiness and by the Metropolitan Readiness Test (MRT). In an analysis of covariance technique, the MRT and the pre-readiness test were used as control variables, while the post-readiness test was employed as the criterion variable. These results are shown in Table 04.4. Adjusted posttest means were 86.9 for the project group and 67.3 for the comparison group. This difference produces an F ratio of 33.4 with 7.21 needed for significance at the .01 level.

Second grade pupils were measured pre-post by the math readiness test and by the Metropolitan Achievement Test (MAT) Arithmetic subtest. In this set of data, the pre-readiness test and the MAT Arithmetic test were employed as the controls while the post-readiness test was used as the criterion variable. These results are shown in Table 04.5. Posttest adjusted means were 87.2 for the project pupils and 72.8 for the comparison pupils. An F ratio of 23.9 was obtained with 7.17 being required for significance at the .01 level.

RECOMMENDATIONS

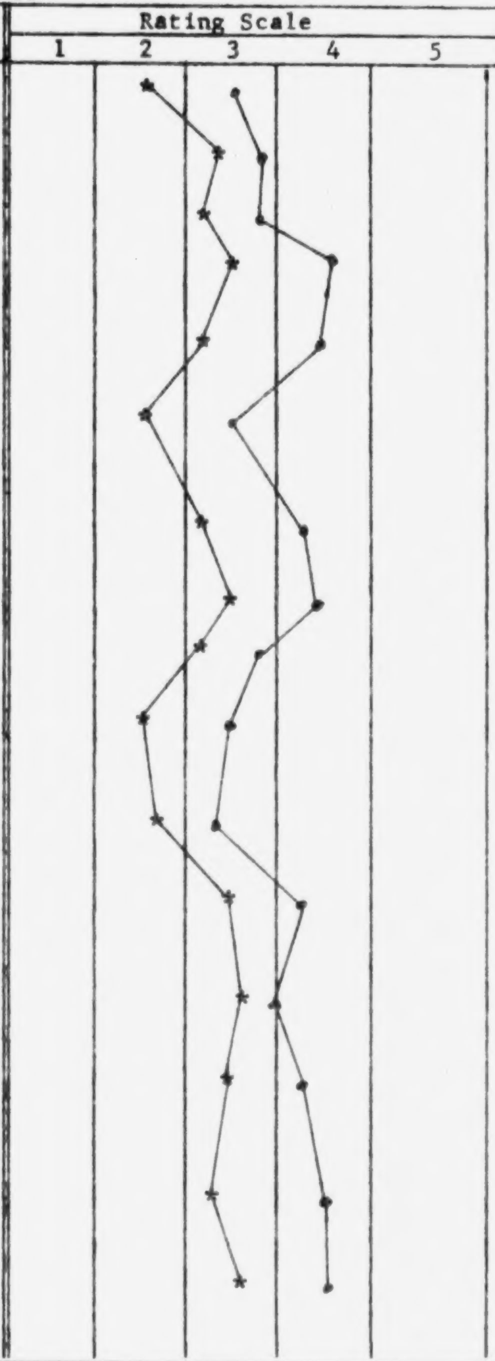
The evaluation of the 1971-72 Primary Mathematics Project has shown that children in the project made substantially greater gains in mathematical concepts than their non-project counterparts. These results are consistent with the previous year's results when the Primary Mathematics Project was in only one school, therefore the recommendations of last year's project are repeated with modification.

- That the program be continued on an expanded basis in Title I designated schools

- That workshops be continued as a means of disseminating the objectives and methods of the program.

- Ensure that 1971-72 kindergarten and first grade pupils are continued in the program for 1972-73 in order to benefit from full impact.

TABLE 04.2
COMPOSITE RATINGS OF PRIMARY MATH PROJECT TEACHERS
N=16



FACTOR	GAIN
1. Has a thorough knowledge of goals of program.	.88
2. Is in agreement with project goals.	.56
3. Adheres to program objectives.	.69
4. Evidences concern for the progress of pupils in class.	.44
5. Utilized suggestions about improvement of methods.	.69
6. Displays confidence in teaching of primary mathematics subject matter.	.81
7. Handles manipulative materials with ease.	1.06
8. Is enthusiastic about project.	.56
9. Makes optimum use of instructional aide.	.69
10. Makes optimum use of teaching strategies developed for the Primary Mathematics Program.	1.19
11 Develops new materials which support project objectives.	.56
12. Gives mathematics its proportionate share of teaching time.	.81
13. Has good balance of pupil action vs teacher action.	.44
14. Commands attention of most members of class during discussion.	.19
15. Develops mathematics lessons which are concept oriented.	.81
16. Preceeds workbook pages with appropriate teaching activities.	.60

* December

● May

TABLE 04.3

PRIMARY MATH PROJECT

COMPARISON OF PRETEST AND POSTTEST RESULTS ON READINESS TEST - RANDOMLY SELECTED PUPILS

1971-72

Grade	Group*	N	Possible Score	Pretest Mean	Posttest Mean	Mean Gain	Range of Gains	Correlation	t Statistic
Kindergarten	P	31	60	34.5	54.4	19.8	+1 to +34	.60	12.00
	C	21	60	34.7	42.6	7.9	-3 to +21	.77	5.27
First Grade	P	30	100	40.3	84.9	44.6	+11 to +63	.43	16.50
	C	22	100	49.9	68.9	19.0	-5 to +38	.83	8.10
Second Grade	P	30	100	58.1	87.1	29.0	+9 to +45	.69	16.00
	C	26	100	54.6	71.9	17.3	-12 to +43	.48	7.18

* P - Project

C - Comparison

TABLE 04.4

ANALYSIS OF COVARIANCE OF FIRST GRADE MATH READINESS POSTTEST

(PRIMARY MATH PROJECT PUPILS VERSUS NON-PROJECT PUPILS)
USING FIRST GRADE MATH READINESS PRETEST
AND
FIRST GRADE METROPOLITAN READINESS TEST AS COVARIATES

SOURCE	df	SS	MS	F
Between	1	4050.6	4050.6	33.4 *
Within	46	5573.0	121.2	
Total	47	9623.6		

		CONTROL VARIABLES		CRITERION VARIABLE	
		First Grade Math Readiness Pretest	First Grade Metropolitan Readiness Test	First Grade Math Readiness Posttest Unadjusted	Adjusted
GROUP	N	$\overline{X}_1$	$\overline{X}_2$	$\overline{Y}$	$\overline{Y}$
Project Group (PT)	29	40.7	55.7	84.9	86.9
Comparison Group (C)	21	51.1	60.5	70.3	67.3

*7.21 significant at .01

TABLE 04.5

ANALYSIS OF COVARIANCE OF SECOND GRADE MATH READINESS POSTTEST

(PRIMARY MATH PROJECT PUPILS VERSUS NON-PROJECT PUPILS)
USING SECOND GRADE MATH READINESS PRETEST
AND
SECOND GRADE METROPOLITAN ACHIEVEMENT TEST AS COVARIATES

SOURCE	df	SS	MS	F
Between	1	2196.9	2196.9	23.9 *
Within	50	4600.4	92.0	
Total	51	6797.3		

		CONTROL VARIABLES		CRITERION VARIABLE	
		Second Grade Math Readiness Pretest	Second Grade Metropolitan Achievement Test (Arithmetic subtest)	Second Grade Math Readiness Test Unadjusted	Adjusted
		$\overline{X}_1$	$\overline{X}_2$	$\overline{Y}$	$\overline{Y}$
GROUP	N				
Project Group (PT)	28	59.0	41.6	89.0	87.2
Comparison Group (C)	26	54.6	36.1	71.9	72.8

*7.17 significant at .01

05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE KEYBOARD MUSIC INSTRUCTION PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluatinn Services Division
Dr. Ralph E. Walker, Director

August, 1972

KEYBOARD MUSIC INSTRUCTION PROGRAM, 1971-72

SUMMARY

The Keyboard Music program was conducted for the sixth consecutive year in Title I target schools. Two grade levels, fifth and sixth, were added to the previously included third and fourth grades. A total of 783 pupils received piano keyboard instruction. Two teachers, in the program since its beginning, taught 28 half-hour classes per week. The main goal of the program was to provide pupils with some keyboard experience which probably would not be available to them in other ways. In May, a randomly selected group of pupils was given three tests over basic music fundamentals and were evaluated for their playing ability. On two of the tests, three-fourths of the pupils scored more than 75 percent correct responses and on the other, one-half of the pupils scored more than 75 percent correct responses.

The program appeared to have met its stated objectives. A recommendation was made to transfer the program to total local funding because of difficulties in operating the program at full capacity and still remain within federal guidelines under the present integration plan.

ACTIVITY CONTEXT

The Keyboard Music Instruction Program in the Wichita Public Schools has supplied a new dimension to the existing music program. It was felt that a keyboard experience would be beneficial to those children in disadvantaged areas where a strong musical background, for the most part, was not evident. Since these disadvantaged children, to a large degree, depend on additional stimuli other than words, and they express themselves more readily when reacting to things they can see and do, it was thought that a "live" keyboard would be the tool which might help them better understand music. It has been said that the piano keyboard gives concrete examples of melodic movement and chord structure which the child can hear with his ears, see with his eyes, and feel with his fingers.

Although the original concept was to start the keyboard program in the third grade and to expose as many children as possible to this program, later experience somewhat changed this concept. While twenty-four pianos were installed in the mobile classroom to accomodate as many as possible, experience has shown that with disadvantaged children, this is too many. These children need more individual attention than could be given. Inasmuch as their disadvantaged status has caused them to be below established grade levels, it is difficult for them to take direction, concentrate on a given thing for any extended period of time, and to retain much of anything that tends to be abstract.

It was recommended that smaller classes be organized, and that the grade level be extended to include fourth, fifth, and sixth grades where possible. This caused teachers to re-evaluate their methods and resort more to a class piano approach on the upper grade levels inasmuch as many of their pupils had already had previous experience in keyboard music.

PROGRAM DESCRIPTION

Scope

The Keyboard Music program was designed to provide a vehicle for the teaching of the fundamentals of music via the piano keyboard to the pupils of selected Title I schools.

Third, fourth, fifth, and sixth grade pupils were enrolled. Of these, 753 were public school pupils while 30 were from a parochial school.

Personnel

Two piano teachers were assigned to this program. Both have been with the program since its inception in 1966.

Procedures

This report covers the school year of 1971-72. Three of the schools served were the same as in 1970-71. Three replacements were made for schools closed at the end of the 70-71 school year.

Two specially equipped mobile vans were utilized to house the individual piano keyboards, the instructor's console, and associated electronics. Permanently installed storage closets, retractible screen, and overhead projector rounded out the equipment used in the program. In order to reduce the number of movements of the van; the following schedule for 1971-72 was utilized:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Van I	Mueller	Ingalls	L'Ouverture	Ingalls	Mueller
Van II	Mac Arthur	Rogers	Lincoln * Our Lady or Guadalupe	Rogers	MacArthur

*Parochial pupils walked to Lincoln for classes.

The Plant Facilities department was responsible for maintaining the movement of the vans on schedule. Pupils of Mueller, Ingalls, MacArthur, and Rogers received two 30 minute instruction periods per week. Pupils of the remaining schools received one 30 minute period weekly. The pupils of Our Lady of Guadalupe walked to Lincoln for their classes. Schools which had not previously had Keyboard Music had to be equipped with level gravel parking pads and heavy duty electric hook-up connections.

Prior experience has shown that class size should not exceed 16 pupils. The smallest class this year contained five members.

Budget

The budget for Keyboard Music Instruction consists of:

Salaries - 2 teachers	$21,176
Teaching Supplies	400
OASI	1,101
Total	$22,677

Based on the total number of pupils enrolled in keyboard music on a full time basis, 613, the cost per pupil was $36.99.

05.03

EVALUATION

The main goal of Keyboard Music Instruction was to provide pupils with experiences on the piano keyboard. These were mainly children who would not get this kind of opportunity without the experience being provided at school.

Specific behavioral objectives selected for evaluation are stated below. Because of the high degree of specialization in this program, high reliance was placed upon teacher evaluation as to the accomplishments of class participants.

Objective 1: Pupils participating in keyboard music instruction will acquire a knowledge of the symbols of music as shown by a locally prepared music symbol test administered in the spring.

Objective 2: Pupils participating in keyboard music instruction will acquire a knowledge of the visual pattern of the piano keyboard as measured by their ability to correctly identify notes on a keyboard.

Objective 3: Pupils participating in keyboard music instruction will be able to demonstrate to the teacher an ability to play musical pieces which indicate an improvement in melodic, rhythmic, and harmonic concepts.

Table 05.1 shows the composition of Keyboard Music participants by grade levels.

TABLE 05.1

SEX AND RACE COMPOSITION OF KEYBOARD
MUSIC PARTICIPANTS BY GRADE LEVEL
1971-72

	Sex		Race						Pupil Units**
Grade	M	F	1	2	3	4	5	Total	
Third	151	161	257	1	46	8		312	247
Fourth	150	138	228	1	45	11	3	288	224
Fifth	49	53	85	1	9	5	2	102	80
Sixth	32	49	59	1	18	2	1	81	62
Total									
Number	382	401	629	4	118	26	6	783	613
Percent	49	51	80	1	15	3	1		

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian
**Pupil unit is defined as total days of class membership divided by 180.

The greater portion of keyboard enrollment is composed of third and fourth grade pupils. Boy to girl ratios are approximately equal and racial compositions for majority and minority groups are about in proportion to the school population as a whole.

Pupils were randomly selected for evaluation on four measures, Music Symbols Test, Note Identification Test, Key Selection Test, and improvement of playing ability. These tests were administered by the music teacher. Results are shown in Tables 05.2, 05.3, 05.4, and 05.5. The close proximity of the Q2 and Q3 points to the maximum possible scores on the three tests gives an indication that the majority of pupils are achieving at anticipated levels. Average grades for playing ability are at the B level.

TABLE 05.2

COMPARATIVE RESULTS OF RANDOMLY SELECTED PUPILS' RESPONSES TO MUSIC SYMBOLS TEST

(Possible Score=15)

Grade	Number Taking Test	$\overline{X}$	Q_1	Q_2	Q_3	Range of Scores
Third	49	5.8	11.8	13.3	14.5	5-15
Fourth	38	12.7	11.9	13.9	14.6	4-15
Fifth	14	13.4	12.8	14.2	14.9	6-15
Sixth	10	14.2	13.3	14.5	15.0	13-15
Total	111	12.9	12.2	13.5	14.7	4-15

TABLE 05.3

COMPARATIVE RESULTS OF RANDOMLY SELECTED PUPILS' RESPONSES TO MUSIC NOTE IDENTIFICATION TEST

(Possible Score=10)

Grade	Number Taking Test	$\overline{X}$	Q_1	Q_2	Q_3	Range of Scores
Third	49	5.9	2.0	6.4	10.0	0-10
Fourth	38	6.5	2.3	8.6	9.8	0-10
Fifth	14	8.7	8.0	9.7	10.0	4-10
Sixth	10	8.6	9.6	9.9	10.0	1-10
Total	111	6.7	2.9	8.6	9.9	0-10

TABLE 05.4

COMPARATIVE RESULTS OF RANDOMLY SELECTED PUPILS' RESPONSES TO PIANO KEY SELECTION TEST

(Possible Score=10)

Grade	Number Taking Test	$\overline{X}$	Q_1	Q_2	Q_3	Range of Scores
Third	49	8.1	7.2	8.3	9.7	2-10
Fourth	38	8.4	8.0	9.1	9.9	0-10
Fifth	14	9.1	8.0	9.6	10.0	7-10
Sixth	10	8.8	7.3	9.5	10.0	7-10
Total	111	8.4	7.6	8.8	9.9	0-10

TABLE 05.5

COMPARATIVE EVALUATION OF PUPILS PIANO PLAYING ABILITY

(Possible Score=4.0)*

Grade	Number Evaluated	$\overline{X}$	Q_1	Q_2	Q_3	Range
Third	49	2.9	2.4	2.9	3.4	1-4
Fourth	38	2.7	2.2	2.9	3.5	0-4
Fifth	14	3.0	2.6	3.1	3.6	1-4
Sixth	10	3.2	2.6	3.3	3.9	1-4
Total	111	2.9	2.4	3.0	3.5	0-4

* Letter Grade Conversion 4=A, 3=B, 2=C, 1=0, 0=F

RECOMMENDATIONS

Operating within the context of the current integration plan made it difficult to realize full utilization from the program. During 1970-71, the program served two grades and 825 pupils. This year it served four grades and 783 pupils. Some classes operated at less than full capacity because sufficient numbers of Title I eligible pupils were not available. With the current federal emphasis on Title I funds being applied toward improving pupils' academic achievement in the areas of reading and mathematics, this program should be strongly considered for total local funding which would allow for full capacity operation.

06.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
NEGLECTED CHILDREN'S
INSTITUTIONAL PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

NEGLECTED CHILDREN'S PROGRAMS, 1971-72

SUMMARY

Three local homes for neglected children participated in this project for the 1971-72 school year. Different approaches were used in the various homes. Two homes, Wichita Children's Home and Phyllis Wheatley Children's Home, emphasized instruction of a recreational, tutorial, or remedial nature while the third home, Maude Carpenter Children's Home, emphasized staff training. The homes with a Washington approved case load of 88 children, served a total of 183 children in the separate components throughout the year. Pupil turnover caused by placement in foster homes accounted for the larger figure. Many children participated in more than one of the activities offered, corrective reading, mathematics, arts and crafts, music, and physical education. The program was recommended for continuation to provide institutional children with experiences not normally available to them.

ACTIVITY CONTEXT

Children living in an institutional setting may not experience some of the close family relationships found in the average home and hence, may not enjoy some of the satisfactions of having a parent express an interest in the child's school experience. It was felt by Title I project directors that some kind of compensatory effort needed to be directed toward the residential homes for neglected children. Conferences with institutional directors established the kinds of programs most desired.

For the school year 1966-67 Title I funds were made available to provide enrichment opportunities for neglected pupils in music, art, and physical education. The program was continued the next two years and expanded with the addition of corrective reading instruction and counseling services. Mathematics instruction was also added for 1968-69. 1969-70 saw the addition of arts, crafts, and home economics to the enriched offerings. The offerings for 1970-71 and 1971-72 remained virtually unchanged.

PROGRAM DESCRIPTION

Scope

A total of 183 children were involved in all of the different components of the Neglected Children's Programs. The main goal of the program was to provide for children the kind of program deemed most desirable by the institutional directors. This encompassed tutorial instruction, recreational activities, and staff training.

Personnel

A. Coordinator of Neglected Children's Programs

The position of coordinator was created for the school year of 1969-70 in order to provide for a more coordinated functioning of the Neglected Children's program. Duties of this position included the following:

1. To act as a liaison person between teachers, institutional directors, and central administration;
2. To group, enroll, or dismiss pupils from classes;
3. To develop class schedules;
4. To supervise teachers;
5. To check on supply items;
6. To conduct conferences with the public school teacher of institutional children on specific problems;
7. To give individual help when needed;
8. To provide automobile on field trips;
9. To make recommendations for fall and summer institutional programs;
10. To maintain discipline.

During the three school years this position has been filled, one person has held the job. She is currently an instructor at Wichita State University.

B. Teachers

Nine classroom teachers were employed for the four Neglected Children's program. Instructional activities were for two or four hours per week, depending on the subject. All of the teachers were employed by the local school district in regular instructional positions. The teaching duties performed in the Neglected program were, in most cases, similar to the teacher's regular day assignment.

Procedures

This report covers the school year of 1971-72 during which time the Neglected Children's program was being conducted in the homes for neglected children. Three local community agencies were involved in the project. Two of the agencies, Wichita Children's Home and Phyllis Wheatley Children's Home, received instructional and tutorial services while the third, Maude Carpenter Children's Home, received training for its staff members. Instructional schedules were as follows:

Wichita Children's Home

Corrective Reading	6-8 p.m.	MW	4 hours/week
Mathematics	6-8 p.m.	MW	4 hours/week
Music	6-8 p.m.	T	2 hours/week
Arts and Crafts	6-8 p.m.	T	2 hours/week
Physical Education	1-5 p.m.	Sat.	4 hours/week

Phyllis Wheatley Children's Home

Corrective Reading (2classes)	6-8 p.m.	MW	8 hours/week
Mathematics	6-8 p.m.	MW	4 hours/week
Music	6-8 p.m.	Th.	2 hours/week
Arts and Crafts	6-8 p.m.	Th.	2 hours/week

Budget

Part time Instructors (9)	$ 7600
Coordinator (1)	2225
Teaching Supplies	1250
Pre service training	112
Staff training	2400
Summer swimming and Cultural enrichment	3680
Mileage for coordinator	216
OASI	517
	$18000

Based on the Washington approved case load of 88 children for the three institutions combined, the average per pupil expenditure amounts to $204.55.

EVALUATION

Programs for neglected children are planned, based on the expressed needs of the institutional directors, hence the emphasis and scope of the program varies from year to year and from institution to institution. The major goal of the Neglected Children's Program is to make available, insofar as possible, the various kinds of services which the directors may request. Within this broad framework, certain objectives may emerge.

Objective 1: Neglected children residing in the residential institutions will be provided with supplementary, recreational, and tutorial instruction in the areas of reading, mathematics, arts and crafts, and music as shown by the scheduling of classes to be worked out with the institutional directors.

Objective 2: Neglected children who receive tutorial instruction in academic subjects will show improvement as measured by improvement in those areas at the regular day school. The neglected children's day teachers will be contacted periodically for progress reports.

Objective 3: Neglected children who receive instruction in the non-academic subjects will show improvement in those subjects as determined by teacher rating scales.

Objective 4: Institutional staffs will receive staff training as shown by records of training sessions maintained by the institutional director.

Pupil participants in the program were all of those children who were residents in Wichita Children's Home or Phyllis Wheatley Children's Home. The staff of Maude Carpenter Children's Home participated in the staff training component.

Pupil participation statistics are shown in Table 06.1.

Data were also collected to determine the length of time pupils were enrolled in the various activities. It was found that the average term of enrollments were:

Corrective Reading	15.4 weeks
Mathematics	14.3 "
Music	15.5 "
Arts and Crafts	14.2 "
Physical Education	14.8 "
Composite	14.9 "

Since pupils met in reading and mathematics twice per week, they averaged about 28 to 30 instructional sessions in the two courses. Pupils in music, arts and crafts, and physical education met once per week and hence the average number of instructional sessions attended were 14 to 15 in each course. Table 06.2 is a frequency distribution of pupils by the number of weeks enrolled.

The staff training part of this project was provided for Maude Carpenter Children's Home. Following is a list of activities funded by Title I.

Time	Activity	Number Staff	Place
October, 1971	Workshop for Institutional Workers	1	Chapel Hill, N.C.
October, 1971	Child Care Seminar	4	Washburn University Topeka, Kansas
April, 1972	Reality Therapy Workshop	2	McPherson, Kansas
May, 1972	Symposium on Incest	2	Chanute, Kansas
June, 1972	Workshop for Child Care Personnel	13	University of Texas Austin, Texas

Some money was also reserved for summer swimming instruction and cultural enrichment activities for the children of Maude Carpenter. Three field trips were taken: Denver, Colorado Springs area, 12 children; Salina, Abilene, and Hillsboro, Kansas area, 12 children; and Six Flags over Texas, 8 children.

Through a breakdown in communications and delivery systems, no data were collected for the support of objectives two and three. When discovered it was too late to initiate new collection procedures.

TABLE 06.1

PARTICIPATION STATISTICS FOR NEGLECTED CHILDREN'S PROGRAMS
1971-72

	SEX		RACE*								GRADE										
	M	F	1	2	3	4	5	PK	K	EMH	1	2	3	4	5	6	7	8	9	10	11
Phyllis Wheatley																					
Corr. Read.	28	27	19		29	6	1			4	3	1	8	2	3	6	13	3	8	3	1
Math	22	28	18		27	4	1			4	2	1	7	2	3	6	12	2	8	3	1
Music	15	15	13		13	3	1			2	1	1	1	2	1	3	8		6	4	1
Arts & Crafts	6	11	6		11					3		1	2	2		2	2		2	2	
PE	35	22	25		27	4	1	20		3	3	1	5	2	1	3	8	2	4	4	1
Unduplicated (Number)	44	35	34		38	6	1	20		4	3	1	9	2	3	6	14	3	8	5	1
Wichita Children's																					
Corr. Read.	20	31	41		5	2	3	2	11		10	6	8	2	2	7	2	1			
Math	21	23	36		5	2	1				1	9	10	7	11	4	1	1			
Music	39	51	69		13	3	5	20	8		9	10	11	11	9	9	1	2			
Arts & Crafts	19	25	29		13	2					2	8	10	2	9	7	1	4		1	
Unduplicated (Number)	45	59	76		19	2	7	20	11		11	11	11	11	11	11	2	4		1	
Combined Total Unduplicated (Number)	89	94	110		57	8	8	40	11	4	14	12	20	13	14	17	16	7	8	6	1
(Percent) **	49	51	60		31	4	4	22	6	2	8	7	11	7	8	9	9	4	4	3	1

* 1=White; 2=Oriental; 3=Negro; 4=Sp. Am.; 5=Am. Ind.

** Percents are rounded

TABLE 06.2

FREQUENCY DISTRIBUTION BY WEEKS OF ENROLLMENT IN NEGLECTED CHILDREN'S INSTRUCTIONAL ACTIVITIES

Weeks Enrollment	Corrective Reading	Mathematics	Music	Arts & Crafts	Physical Educ.	Composite (Percent)
28-36	(1)* 22	18	28	14	13	21.8
	(2)** 20.8	19	23.3	23.0	22.8	
19-27	(1) 7	7	13	2	5	8.0
	(2) 6.6	7.4	10.8	3.3	8.8	
10-18	(1) 33	20	32	15	11	25.3
	(2) 31.1	21.3	26.7	24.5	19.3	
1-9	(1) 44	48	47	30	28	44.8
	(2) 41.5	51.1	39.2	49.2	49.1	

* (1) Number
** (2) Percents, rounded

About 45 percent of the pupils were in courses for nine weeks or less. Many of these were for one, two, or three weeks. About 22 percent were enrolled for more than 28 weeks.

RECOMMENDATIONS

Children living in the neglected institutional homes probably miss family activities which may be taken for granted by many children. The programs for neglected children are an attempt to compensate for some of these children's needs. The emphasis should be on enrichment activities rather than concentrated on academic achievement. The recommendation is made to continue the program as a service for neglected children with more emphasis on their psychological needs.

07.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE BUSINESS EDUCATION FOR DELINQUENT CHILDREN PROJECT

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

07.01

BUSINESS EDUCATION FOR DELINQUENT CHILDREN PROJECT, 1971-72

SUMMARY

Title I funds provided for a business education teacher to be assigned to the two homes for delinquent children. The major purpose of this program was to enable pupils to continue their enrollment in business education courses with a minimum of interruption. A secondary goal was to show improvement in course grades from the pupils' entry to exit at the institution. A total of 94 pupils participated in the courses. Their average length of stay at the delinquent homes was 48 days for boys and 20 days for girls. The girls' home was closed in February which accounts for the shorter enrollment. Where data was available it appeared that pupils did make improvement in the courses. Girls who were enrolled in Typing made an average gain of about 17 words per minute in typing speed. Boys gained 26 words per minute. The program was recommended for continuation.

ACTIVITY CONTEXT

Children in the city declared to be delinquent are assigned to one of two resident juvenile facilities which are administered by the Juvenile Court. Educational programs operated within the detention facilities are administered by the Department of Special Education of the Wichita Public Schools. Some Title I programs were started during the summer of 1967 for residents of the institutions.

It had been found that many pupils who were transferred from a regular high school to the delinquent institution had to drop courses such as typing, basic business, and bookkeeping and were unable to make up the lost work when they were returned to their regular high school. During the academic year of 1967-68, a business education teacher was provided by Title I funds on a half-time basis for each detention home to help pupils keep up in business education courses already started before being assigned to the detention homes. The program was dropped for the 1968-69 school year for lack of funds but was reinstituted in 1969-70 when funds again became available.

PROGRAM DESCRIPTION

Scope

Pupils served by this program were those who were adjudged delinquent by the Juvenile Court and subsequently assigned to Friendly Gables, for girls, or Lake Afton, for boys. The main purpose of this part of the Title I program was to provide an opportunity whereby boys and girls assigned to the resident homes could continue enrollment in business education courses.

Personnel

One business teacher was added by the program. He spent Monday, Wednesday, and Friday with the boys at Lake Afton and Tuesday and Thursday with the girls at Friendly Gables. This instructor was skilled in the teaching of business courses. 1971-72 marked his third year in the Title I program. Since the Lake Afton facility is located in the county approximately 28 miles from downtown Wichita, the commuting time and distance may be a consideration factor for some instructor candidates for this job.

Procedure

This report covers the academic year of 1971-72. Small group instruction methods were utilized since the total class enrollment at any one time seldom exceeded six pupils. While pupils were scheduled five days a week for business classes at Lake Afton, the teacher was only there on Monday, Wednesday, and Friday. The pupils proceeded independently on the other two days. A comparable situation existed at Friendly Gables except that the girls did not have the third day of instruction each week.

Commencing in February, 1972, the Friendly Gables facility was ordered closed by the Juvenile Court. Girls resident at that time were released, placed in foster homes, transferred to other detention facilities or otherwise placed. The business-education teacher then devoted his full time to the boys at Lake Afton.

Budget

The following items were included in the 1971-72 budget for this program:

Salary, Instructor (1)	$8,884
OASI	462
Teaching Supplies	500
Mileage allowance	390
Total	$10,236

Based on the total number of pupils enrolled on a full time basis, the per pupil unit cost was $497.00.

EVALUATION

The main purpose of this segment of the Title I services directed toward delinquent pupils was to help continue the pupils' education in business courses which had begun at the home school. Since business education courses are elective in the secondary schools, the entire delinquent residential population is not involved in this program.

Objective 1: Delinquent boys and girls assigned to the delinquent institutions will be provided with the opportunity to continue their business education courses as shown by the employment and assignment of a business education teacher for the two delinquent institutions.

Objective 2: Business education pupils in the delinquent institutional classes will make improvements in their grades and in typing speed as shown by class records maintained by the business education teacher.

Participants in the program could be considered a "captive audience" since they were assigned to the detention homes by the juvenile court. If they had been enrolled in any business course prior to entry into the residential homes they were automatically enrolled in the program.

The average length of enrollment in the various business courses is shown by grade and by race in Table 07.1 below:

TABLE 07.1

AVERAGE LENGTH OF ENROLLMENTS (SCHOOL DAYS)
IN
BUSINESS-EDUCATION FOR DELINQUENTS COURSES

By Grade	5	7	8	9	10	11
Boys	106	62.3	79.4	56.0	27.5	29.5
Girls			18.0	24.7	17.0	20.1
By Race*	**1**	**2**	**3**	**4**	**5**	**Total**
Boys	44.3	0	58.0	25.0	16.0	47.9
Girls	20.6	0	17.7	47.0	10.0	20.3

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

Boys could have been enrolled for a maximum of 180 days. Enrollments ranged from three days to 147 days with a median of 42 days. Because of the closing of Friendly Gables, girls could have been enrolled a maximum of 110 days. Enrollments ranged from one day to 60 days with a median of 14 days.

Tables 07.2 and 07.3 show enrollments broken down by subject, grade, and race. An unduplicated participation count is also shown.

TABLE 07.2

SUMMARY OF ENROLLMENTS IN BUSINESS-EDUCATION FOR DELINQUENTS COURSES - BOYS, LAKE AFTON

Business Course	Enrollment	Grade						Race*				
		5	7	8	9	10	11	1	2	3	4	5
Typing I	33	1	3	5	13	10	1	17		14	1	1
Typing II	5					4	1	5				
Business Survey	2				1		1	2				
Business Mathematics	4					3	1	3			1	
Total	44	1	3	5	14	17	4	27		14	2	1
Total Number (Unduplicated)	40	1	3	5	13	16	2	24		14	1	1
Percent (rounded)		2.5	7.5	12.5	32.5	40.0	5.0	60.0		35.0	2.5	2.5

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE 07.3

SUMMARY OF ENROLLMENTS IN BUSINESS-EDUCATION FOR DELINQUENTS

COURSES - GIRLS, FRIENDLY GABLES

Business Course	Enrollment	Grade				Race*				
		8	9	10	11	1	2	3	4	5
Typing I	32	1	18	10	3	25		6		1
Typing II	15			12	3	12		2	1	
Business Survey	6			6		5		1		
Business Mathematics	5			5		3		2		
Shorthand	2				2	2				
Bookkeeping	2			2		2				
Business English	1			1		1				
Salesmanship	1			1		1				
Personal Typing	1				1			1		
Marketing Distribution	1				1	1				
Total	66	1	18	37	10	52		12	1	1
Total (Unduplicated) Number	54	1	18	28	7	42		10	1	1
Percents (rounded)		1.8	33.3	51.9	13.0	77.8		18.5	1.8	1.8

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

TABLE 07.4

DISPOSITION OF PUPILS UPON RELEASE FROM INSTITUTIONS

Disposition	Lake Afton (Boys)		Friendly Gables (Girls)	
	Number	Percent	Number	Percent
Returned to Original School	16	40.0	38	70.4
End of School Year (February for girls)	14	35.0	5	9.2
Boys Industrial School	5	12.5	-------------	
Girls Industrial School	-------------		1	1.8
Ran Away	1	2.5	1	1.8
Transferred to different school in city	1	2.5	6	11.1
Half way House	-------------		1	1.8
Moved from City	1	2.5	-------------	
Hospital	1	2.5	1	1.8
County jail	1	2.5	-------------	
Miscellaneous	-------------		1	1.8
Total	40		54	

According to Table 07.4, 31 of the 40 boys were returned to the sending school, to a different school, or finished out the year. For girls, 49 of 54 were in the same group of categories. From this it may be deduced that the Business-Education for Delinquents Program did provide for a continuity of business course enrollments. Pupils were able to continue enrollment in the business area with a minimum of interruption.

An attempt was made to determine the amount of improvement made by pupils between their time of entry and exit at the institution. Small numbers and sketchy pre-information make these kinds of data strongly suspect. Information is shown in Tables 07.5 and 07.6. Small numbers of pupils enrolled in some courses made it impossible to draw valid inferences about pupil progress in the areas and are therefore not shown.

TABLE 07.5

DISTRIBUTION OF GRADES IN TYPING I

	Unknown	None	F	D	C	B	A
Boys: (N=33)							
Entry Grade	14	19					
Exit Grade				1	26	6	
Girls: (N=32)							
Entry Grade	22	4	1	1	3	1	
Exit Grade				3	26	2	1

TABLE 07.6

IMPROVEMENT IN TYPING SPEED
TYPING I

	Entry Mean Words Per Minute	Exit Mean Words Per Minute	Mean Gain
Boys (N=33)	7.3	33.4	26.1
Girls (N=32)	16.0	32.6	16.6

Pupil turnover is a factor to consider in this program. Boys were enrolled an average of 48 days and girls 20 days. Making the assumption that the average boy was in class three times per week and the average girl twice a week, the average number of class sessions attended for boys was 29 and for girls, eight sessions. Under these conditions it would seem unreasonable to expect large achievement gains. It would appear that the major value of this program is in providing for a continuation or maintenance of achievement in a subject area.

RECOMMENDATIONS

This program achieved its stated objective to a reasonable degree and is therefore recommended for continuation as a service to boys and girls assigned to the institutional setting.

08.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
PRE-SCHOOL PROGRAMS
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

PRE-SCHOOL PROGRAMS, 1971-72

SUMMARY

Title I pre-school programs consisted of three components: three year-old program, four year-old program, and an emotionally disturbed program. One hundred eleven children were participants of whom 35 percent were white and 59 percent were black. Parents of most children were also involved in various elements of the programs.

Programs were conducted in a vacated elementary school which was set aside specifically for pre-school and Head Start.

Main goals were that of implementation, getting the programs operating and functioning smoothly. A class for emotionally disturbed children was of great benefit in allowing regular classes to function more efficiently by placing the disruptive child with a highly skilled teacher in a small group structured setting. As children could cope with the regular classroom, they were phased back.

All phases of the program were recommended for continuation and expansion.

ACTIVITY CONTEXT

Pre-school programs had their beginning in the Wichita Public School system during the school year of 1969-70. Sixteen pupils who were on the Head Start waiting list were selected for participation at their neighborhood school. A kindergarten teacher was assigned one-half day to the project. For 1970-71 the program was expanded to include two classes of about twenty pupils each. Again, pupils were among those on the Head Start waiting list. The program was similar to Head Start but did not include any of the supplementary services such as medical, dental, nutritional, or psychological.

A need for this kind of program can be demonstrated as long as there is a Head Start waiting list.

PROGRAM DESCRIPTION

Scope

One hundred eleven three, four and five year old children participated in the three components of the expanded 1971-72 pre-school programs. In addition to the three-year-old and four-year-old components, a program for emotionally disturbed children was added. Program goals included language development, fostering of self image and confidence, and socialization skills.

Personnel

Several types of positions were included in the project components.

A. Three-year-old program

- a. Teacher (1)
- b. Instructional aide (1)
- c. Parent coordinator or social worker (1)
- d. Program coordinator (.1)
- e. Baby-sitter (1)
- f. Bus aide (1)
- g. Substitutes

B. Four-year-old program

- a. Teachers (2)
- b. Instructional aides (2)

C. Emotionally Disturbed Program

- a. Teacher (1)
- b. Instructional aides (.5)

The instructional aides were funded by the instructional aide program; however, for purposes of calculating per pupil expenditures they are attributed to these programs.

Procedures

With the closing of several majority black enrollment elementary schools in the Title I target area at the end of the 1970-71 school year, a separate building became available for the housing of several pre-school projects, among them the three under consideration here. Administrative direction was furnished by the Director of Head Start programs.

A description of each of the programs included in the proposal is included as follows:

Three-Year-Old Program

"For the 1971-1972 school year, the proposed program would enroll thirty-two three-year-old target area children in early childhood classes. Regular activities would be planned with parents aimed at developing understanding of the cognitive and socialization goals of the program. Materials would be developed for the parents for their use at home with the children.

Program goals will include language development, fostering of self-image and confidence, and socialization skills. Appropriate learning skills will be developed through sensory activities, active physical involvement of the children with materials and programming suited to their developmental level. Stress will be placed on children working in small groups or individually in appropriate activities. A snack and a balanced lunch will provide nutritional benefits. A parent educator/social worker will provide social services to parents and will be responsible for implementing the parent education program. This person, as well as the teacher, will make home visits and demonstrate appropriate home activities to reinforce classroom learning. It is hoped that these activities with their children will increase their interest in the child's educational goals and their commitment to school related activities. An instructional aide will be employed to assist the regular classroom teacher."

Four-Year-Old Program

"The program will be designed to meet the needs of individual children and be directed toward positive self-image and specific concept development. Emphasis will be on social adjustment, intellectual stimulation, creativity, art, music, and play will be used to motivate and involve children in classroom activities. The program will differ from Head Start in that comprehensive nutritional, health, and psychological services will not be available.

It is intended that the Early Childhood Center will work in close cooperation with the Early Childhood Department of the Education School at Wichita State University. Student teachers will work in practicum situations with individual and small groups of children, enabling pupils to enjoy more individual attention. Parents will be involved as volunteers in the classroom so that they may observe and cultivate skillful early childhood teaching. The center will serve both walk-in neighborhood children, and children bussed in from other low-income neighborhoods, selected in such a way as to provide integrated classrooms. The program will be coordinated with Head Start classes, parent education programs and other early childhood activities based at the Little Early Childhood Center. It is hoped that the Center will develop into a demonstration center for the community."

Emotionally Disturbed Program

"Each year, approximately five per cent of the children entering our programs for low-income groups are so severely disturbed that they are unable to benefit from the usual classroom program, or are so disruptive of it that it is necessary to exclude them. For 1971-1972, it is anticipated that twelve children will be identified with severe emotional problems. Of these, six to eight will be so severely disturbed that we will either have to exclude them or diminish our efforts for the other ninety-five percent of the children in order to care for the disturbed children's needs. Some of these children can benefit from a normal classroom for a short period, or perhaps up to an hour. It is the intention of this program to enroll children daily in a "regular" classroom and also in a resource room with special services. As the children progress, they would spend more of their time in the regular classroom.

We anticipate a variety of early childhood activities at Little Center in 1971-72 school year. Under this program, a classroom will be furnished with simplified stimulants, a fairly structured program will be implemented, and a teacher with skill and training with disturbed children will be employed. Materials available will assist children in expressing hostile, fearful or aggressive feelings and will include sand, water, clay, punching bag, many manipulative materials and media."

Budget

The following budget items are from all three program elements:

Personnel		$45,226
Aide training stipends		375
Instructional supplies		3,600
Food Service		3,387
Pupil transportation		3,000
Auto mileage		684
Equipment		1,154
OASI		2,016
	Total	$59,442

Based on a pupil participation count of 111, the per pupil cost of the combined programs was $535.51.

EVALUATION

The main goal of the three and four-year-old program was to provide early learning experiences for pre-school children. The main goal of the emotionally disturbed project was to integrate children back into the main stream of structured school experiences.

Objective 1: A pre-school program for three and four year old children will be implemented along the lines of Early Start as shown by the employment of personnel to staff the program and a narrative description of the processes employed.

Objective 2: Parents will be actively involved in the pre-school project as shown by participation records.

Objective 3: A pilot program will be implemented for emotionally disturbed children which will provide for the employment of a specially skilled teacher, a counselor, special equipment, parent consultation, and psychological services as shown by a narrative description of the project.

Pupil participation statistics are shown in Table 08.1 on the following page.

TABLE 08.1

PARTICIPATION IN PRE-SCHOOL PROGRAMS
BY SEX AND RACE
1971-72

Program	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
Four-Year-Old Program	35	33	23		44	1		68
Three-Year-Old Program	17	15	11		16	5		32
Emotionally Disturbed Program	5	6	5		5	1		11
Total								
(Number)	57	54	39	0	65	7	0	111
(Percent)	51	49	35	0	59	6	0	

* 1=White; 2=Oriental; 3=Black; 4=Mexican American; 5=American Indian

The Director of Pre-School Programs was interviewed about the various programs. Excerpts from this interview follow:

Three-Year-Old Program

> "The three-year-old project is a parent-child program and the intent was to involve the parents of the group in activities on a weekly basis which would encourage a better understanding of early childhood principles and child development. We intended to make materials with the parents for them to use at home to reinforce what the children were learning at school. That was fine, the parents were very interested, they have been attending well and it's really been very exciting, but we came up with a problem that some of our parents found employment. They were not able to take part in the parent activities and we had made it a requirement of enrollment in the program that the parents attend once a week. We found ourselves in a position that if we stuck to the guide lines that were laid down in the program we were really not helping families. It was a step forward for them to find employment, at least part time, so we had to go to our parent educator and ask her to make appointments with parents after school or to work with them in their homes. This was a different pattern of working with the parents. There was another change. We discovered that we couldn't interest parents in things on their childrens' behalf until their own

unmet personal needs had been dealt with. It was almost as if their needs had been so unsatisfied and until they had some satisfaction for themselves, we really weren't free to concern themselves in depth with the children's needs. We have had to back track a little bit and get some programming in, that meets the parents' more personal concerns."

"We also found that we had need for social service help for those parents and in rewriting that project for the future, we are going to try to add social work service help."

Four-Year-Old Program

"About 75 percent come in by bus--the other fourth walk in or have their own transportation. One method of evaluation which I have used privately is perhaps very subjective: when the building was closed as an attendance center, there was a great deal of resistance in the community and I kind of set myself a personal goal of carrying the message to the community that they had not lost a school, they had gained a community center, and they would be served on a continuing basis here. Perhaps they would have more chance for involvement than they had had previously. I tried everything I could think of to make this known to the public and then I watched to see what the vandalism record would be. There has been practically none."

"I thought that was very interesting, because the previous year, I think it was one of the two or three schools in the city which had had the most vandalism. It may just be happenstance, but I really think the people in the community have some pride and some feeling about the program."

"A limiting factor has been that there is nothing in the Title I program for bussing so we have piggy-backed on the Head Start busses and in so doing, the only Title I schools that we could draw from were those being served here at Little by the Head Start program; with that factor it has been quite difficult to keep the racial balance."

"I don't know if the community acceptance or interest would be considered of interest in evaluating, but we have had a waiting list of over two hundred all year for these programs."

"There are 72 children enrolled in the Title I program and the parents have requested that next year they have organized parent activities. We will probably ask that the parent coordinator who has been working with the three-year-old program take both the three and four-year-old program parents."

Emotionally Disturbed Program

"There are no more than six children at a time. However, it isn't exactly as you would consider a classroom, because there are many children who spend shorter than a fourth to half day in a classroom. Some of the children, for example, eat with the regular Head Start or Title I classroom and then spend the rest of

> their day in this classroom. Some children spend an hour in a regular classroom and then that's all the control they have and they can't cope with the regular classroom anymore and so they spend that section of their day, but several children have spent several weeks in the classroom and have made the transition into a regular classroom, but there are no more than six in there at any one time."
>
> "There are approximately three or four children who have been in all year. There is no possibility working with them in a classroom situation at all. Autistic children are very withdrawn. We are transferring one in Monday who was referred to the Guidance Center who is identified as being in one of the regular classrooms--simply can't handle that kind of program,--that child will be in for a while."
>
> "We have had three-year-olds who have spent time in there occasionally, from our Title I three-year-old program, but most of the children are four and a very few of them have been five. We have some five-year-old children in the Head Start Program who have been referred by school principals as not being ready for kindergarten for various reasons and often this unreadiness is coupled with an emotionally disturbed condition."

An interview with the teacher of the four-year-old program established at the time that all parents except one had been involved in classroom activities.

RECOMMENDATIONS

Two of the three objectives of this component were implementation objectives. Both were accomplished. The other objective concerned parent involvement and it also appeared to have been met. In view of the increased emphasis in Title I programs toward prevention rather than remediation, pre-school programs should receive added emphasis. The experience gained this year has shown the need for flexibility in working with parents. Procedures must not penalize those parents who are able to find employment.

The whole gamut of pre-school programs are therefore recommended for continuation and expansion.

09.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
FAMILY SOCIAL SERVICE
PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

FAMILY SOCIAL SERVICES, 1971-72

SUMMARY

The Family Social Services program as it now operates represents an evolutionary development from its beginning in 1967-68 as an attendance aide function with eight aides. The program now has thirteen social service workers who qualify for various levels of educational experience. A major portion of the worker's time is spent in home calls and direct contacts with the parents or with community agencies. This provides a service which other school personnel are unable to give on such an expanded scale.

The social workers received approximately 2900 referrals during the school year. Records were kept to show the extent of use of community agencies. The program was recommended for continuation.

ACTIVITY CONTEXT

School absenteeism is often not a simple matter of illness or truancy, but rather a symptom of problems common to many disadvantaged communities. After Title I funds became available, it was felt that workers who were not strongly identified with the public schools would have a good chance of going into the community and establishing communications with the families of children with chronically poor school attendance patterns. For the school year 1967-68, eight attendance aides were selected to work with the most severe attendance problems in the 24 target area elementary, eight junior high, and six senior high schools. Based on first year findings, the program was expanded to twelve attendance aides for 1968-69. The progress continued for 1969-70 with twelve workers and an added emphasis on the social service function. Three more workers were added for 1970-71. For the 1971-72 school year, the name of the activity was changed to "Family Social Services." While the number of workers funded by Title I was reduced to thirteen, the local educational agency provided for all but one of the workers at both the junior and senior high school levels. In addition, at mid-year six extra positions were established at the elementary school level which were staffed by personnel employed under the Emergency Employment Act (EEA).

PROGRAM DESCRIPTION

Scope

Approximately 2900 pupils were served by this program. Because of continued integration plans, these pupils were in attendance in most of the 82 elementary schools. The major thrust of the program was to establish improved communications between school personnel and parents in areas of major concern.

Personnel

Thirteen social workers were funded by Title I. The occupational classification structure of the social workers is based upon educational experience and earned credits or degrees. Included are Social Service Worker Aide 3, Social Service Worker Associate 5, Social Worker I, Social Worker II, and Social Worker III in ascending order of educational requirements.

Procedures

The Family Social Services program is a continuous project, spanning the summer months as well as the regular school year. Data reported in this report are from the period of September, 1971 through May, 1972. Each social worker was assigned to a school or cluster of schools all of which contained pupils residing in the target area. In many schools the pupils were transported in from low income areas. Based on past records, assignments were made in schools of the greatest anticipated need. Monthly inservice training meetings were conducted by the Coordinator of Pupil Adjustment.

Social workers received referrals from school personnel, usually the principal or assistant principal who handles attendance matters. Referrals were not made until it became evident that the usual school channels for handling attendance problems would not be satisfactory.

The duties of the aides included establishing contact with parents whom the school was unable to contact otherwise, reporting information regarding individual cases of truancy, reopening or opening lines of communication and developing better relations between parents or pupils and the school, obtaining information about pupils with attendance problems, and obtaining additional information about pupils listed as withdrawn for nonattendance.

The handling of a typical attendance case follows a step-by-step sequence as follows:

1. After school personnel have exhausted all means of determining the cause of or correcting a case of irregular attendance, the pupil is referred to the attendance aide.
2. Upon receiving the referral the attendance aide checks the information such as address, date of birth, and compares name of the pupil with that of the parent (in case of stepparent, remarriage, or guardian with different last name). This information can be checked with the pupil information card which is on file at the school.
3. The aide then fills out the pertinent parts of the Home Contact Report and Chronological Record.
4. Home contact is made and the appropriate person is interviewed (parent, grandparent, guardian, sibling, or pupil in question).

5. The aide completes Home Contact Report and records visit on the Chronological Record.
6. The aide contacts other community agencies if necessary and records findings.
7. When all material has been accumulated that is felt necessary, the aide records planned or suggested solution to the problem as well as stating in specific terms the scope and dimension of the problem.
8. Findings are submitted to the building administrator who decides on the best course of action to rectify the attendance problem.
9. If the aide is relieved of further responsibility, the case is closed. If the case is to be kept open, a record of all contacts is made on the Chronological Record. Additional reports to the building administrator are made on the follow-up report.
10. Pupils who do not respond to the efforts of the attendance aide or school personnel are referred to the Pupil Adjustment Office in the central administrative offices.

Budget

Social Service Workers (13)	$93,835
Mileage	7,020
OASI	4,880
	$105,735

Based on the estimated number of different pupils served by the program, 2869, the per pupil cost was $36.85.

EVALUATION

The major goal of the Family Social Services and Attendance was to provide a catalytic agent whereby there was improved communications between parents and the school in areas of concern on the part of either group.

Objective 1: A family social service function will be provided for pupils of the Title I instructional components as shown by the designation of financial resources for the program and by assignment of staff to implement the program.

Objective 2: Social Service workers will assist families of project pupils with school related problems to find adequate solutions to these problems through the identification and use of community agencies or individuals who specialize in these kinds of problems as shown by chronological reports maintained by the social service workers and by randomly selected case reports.

Objective 3: Social Service Workers will help school personnel gain a better understanding of pupil problems as shown by records of staffing conferences which may involve the social worker, school personnel, and parent.

According to a compilation of referral records, a total of 2869 referrals were received and worked by the thirteen social workers. Because of integration plans and bussing the Title I eligible pupils were scattered among a majority of the city's 82 elementary schools. The program attempted to meet the social service needs of all Title I pupils regardless of their place of school attendance. A breakdown of referrals is as follows:

	Number	Percent
Pupils in Title I instructional programs	457	16
Pupils in Title I residency	1600	56
Pupils (non-Title I)	812	28
Total	2869	

Analysis of the Chronological Records of seven of the thirteen social workers provided the following data tabulations:

TABLE 09.1

NUMBER OF CONTACTS WITH COMMUNITY AGENCIES RANKED BY NUMBER OF CONTACTS

N=7

Name of Agency	Number of Contacts
Needlework Guild	141
Sedgwick County Welfare Department	63
Operation Clothesline	25
McCollom Clothing Bank	12
Christmas Clearance	10
Homemaker Service	7
Juvenile Court	7
Local Housing Authority	6
CAP	6
Red Cross	5
CIRS	5
Diagnostic Center	4
Christmas Assistance	4
Guidance Center	4
Police Department	4
Salvation Army	4
Big Brother	3
Christmas Basket	3
Sedgwick County Extension Service	3
Maude Carpenter's	3
Institute of Logopedics	3
Model Cities	3
Sedgwick County Health Department	3
Child Psychologists	3
Operation Holiday	3
Special Education	2
Trinity Presbyterian Church	2
Church of the Brethren	2
Tabernacle Baptist Church	2
Insect, Rodent, Weed Control	2
TMH	1
Deaf and Hard of Hearing	1
Legal Aid	1
Telex Hearing Aid Center	1
VOLT	1
Head Start	1
Medical Services Bureau	1
Follow Through	1
Protective Services	1
School Assistance Center	1
KCC	1
Health Station	1
MEFSEC	1
Bureau of Birth and Death Statistics	1
Volunteer Bureau	1
YMCA	1
NYC	1
Total	361

Forty-seven different agencies were contacted by the social service workers ranging from one contact to 141 per agency. Contacts were grouped according to type of service rendered. These are tabulated in Table 9.2.

TABLE 09.2

TYPE AND NUMBER OF CONTACTS MADE
BY SOCIAL SERVICE WORKERS
N=7

Type of Problem	Number of Contacts
Clothing and shoes	130
Absences	67
Emotional and behavior	25
Illness	22
Food needs	21
Parent-child, environment	11
Transportation	11
Medical needs	10
Frequent moves	4
Not enrolled	3
Hearing problems	3
Glasses	3
Roaches	2
Language (no English)	1
Accident	1
Beds	1
Total	315

It should be noted that the agency most often mentioned under agency contacts was the Needlework Guild while the type of problem most often listed was clothing and shoes. Absences as a cause for referral accounted for about 21 percent of the referrals which is perhaps reinforcement for the decision to de-emphasize the role of attendance work in this project and concentrate on other social problems.

A rough measure of case length was derived from the chronological records by using the intervening time between first and last entries on the record. Median case length was found to be 23 school days.

Data concerning the third objective were less clear cut. Thirteen records reported staffing conferences involving both school personnel and parents, four staffing conferences with school personnel only were reported, and there were three staffing conferences with the pupil present. Nearly every record reported contacts with parents. What is probably indicated is the difficulty usually encountered in getting larger groups together at a time when all persons involved can be present.

RECOMMENDATIONS

This program, whether funded by federal funds or by local funds, fulfills a vital role in the total educational process in that it provides a working link with the home and parents. Continued emphasis on the social work function and less emphasis on the attendance role are recommended. It is also recommended that procedures be implemented to ensure that pupils in Title I instructional programs have full access to social work services before serving non Title I pupils.

10.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE SUPPLEMENTARY LIBRARY SERVICE PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SUPPLEMENTARY LIBRARY SERVICES, 1971-72

SUMMARY

The 1971-72 Supplementary Library Services Program was designed to provide extra library enrichment services to the pupils of Title I instructional programs in target area elementary schools. The extra service was made possible through the authorization of four additional library positions spread over the 13 schools. Thus, schools were able to receive one or two days extra service each week over their normal authorization.

Librarians gave instruction to small groups and class size groups as an adjunct to the teaching of the Title I instructional programs, mainly corrective reading. Sessions usually were of 30-45 minutes duration. This kind of instruction was designed to follow up on interest items which had been introduced in the classrooms. Pupils received guidance in the skills of listening and viewing.

Because of modifications in federal funding guide lines, the program was recommended for termination.

ACTIVITY CONTEXT

Since the spring of 1966, extra elementary school library services have been a part of the total Title I thrust. The main emphasis of this activity has been to supplement services for corrective reading pupils through media stimuli. The extra library service has traditionally been spread among all of the Title I schools even though only four to six extra librarians have been provided. During a portion of the period from 1966 to 1971 library aides were also utilized, however, they were not authorized for 1971-72.

PROGRAM DESCRIPTION

Scope

For the 1971-72 school year, pupils of all grade levels from preschool through sixth grade were included as recipients of this activity. The main goal was to provide extra library service to target area pupils.

Personnel

Fifteen different elementary librarians provided Title I service in the 13 target schools. Salaries of four positions were paid for by Title I funds.

Procedures

This report is for the school year, 1971-72, and covers the entire Title I Supplementary Library Services program. Each of the 13 Title I elementary schools has a library and one or, in the case of large enrollment schools, two librarians. Based on allocations made by the Director of Library Services, a portion of the time of each of the 15 librarians was designated as Title I time and set aside for specific use by pupils in Title I instructional programs, mainly corrective reading. Total time allocations amounted to 20 days of service per week or the equivalent of four full time positions.

The greater portion of the librarians' Title I time was spent in providing instruction to small groups or class size groups in the library. The instruction was designed to supplement the classroom or corrective reading teachers' instruction through listening and viewing experiences. Typical sessions were 30 to 45 minutes in length.

Budget

Title I funds provided for the salaries of four librarian positions. The budget was as follows:

Librarians (4)	$36,287
OASI	1,887
Total	$38,174

Based on an estimated unduplicated number of 1000 pupils benefiting by Title I library services, the per pupil cost was $38.17.

EVALUATION

The main goal of the Supplementary Library Service program was to provide extra library services to target area pupils. Stated in objective terms, the following objectives were selected for evaluation.

Objective 1: Additional library services will be provided to pupils of Title I instructional activities, mainly those pupils in the corrective reading component, as shown by the allocation of resources to fund the program and the assignment of staff to implement the program.

Objective 2: Pupils in the Title I instructional programs will receive appropriate small group instruction from the professional librarians. This type of instruction will center about listening and viewing experiences appropriate to the grade and maturity of the group. Pupils in corrective reading programs will receive top priority. The librarians will maintain a record of groups instructed and their composition.

A questionnaire was fielded to all librarians involved in the Title I program to gather some information regarding the activities of librarians and for information about numbers of pupils given library instruction. The following comments were taken from that source:

> "I feel very strongly that the library center is a very integral part of the school system. The role of the media specialist, as I see it, is to serve as a resource person to the teacher and the child. She needs to know what is going on in the classroom - she needs to know the students, be attuned to their interests, and be able to spark interest in exploring books and media, both print and non-print. Especially the child in the Title I program coming from an economically deprived background needs to know that the library media center is the place he can feel free to come at any time to explore at his own pace in any direction he wants to go."
>
> "By meeting with smaller groups and seeing them more often in the library setting, hopefully their attitude to reading was improved. It offered an opportunity for self confidence in a previously alien setting."
>
> "I worked also with Title I students on other subjects than just reading. If a teacher needed assistance in helping a child with spelling, math or other subjects, I tried to help. For after all, reading is an integral part of the entire curriculum and cannot be separated from any part of it."

From the questionnaires it appreared that some librarians met class groups regularly on a weekly basis while others appeared to work with very small groups of one to three pupils on special activities. The types of data reported were so widely varied that only broad estimates of the number of groups met by librarians and the number of pupils participating could be made. These ranged from six groups and 24 pupils to 376 groups and 2880 pupils. Establishing an average number of pupils and groups per librarian would tend to present a distorted picture.

Another part of the questionnaire asked for an estimate of the percent of the librarian's Title I time devoted to each grade level. Average percents for each grade were as follows: pre-school, 4; kindergarten, 7; first, 16; second, 19; third, 17; fourth, 13; fifth, 11; and sixth, 14; all percents rounded.

Five descriptive areas of library service were adapted from the project director's project proposal. These were used as the basis for questionnaire items. The question stated:

Approximately what portion of your Title I time was devoted to each type of service?

a. To serve as resource consultant to teachers and pupils. 15%

b. To select materials to support the instructional program. 15%

c. To assist in materials production. 8%

d. To provide for the most effective use of media. 14%

e. To guide pupils in the development of desirable reading, viewing, listening patterns, attitudes, and appreciation. 48%

Nearly one-half of the librarians' Title I time was allocated to the last activity above.

RECOMMENDATIONS

While the stated objectives of the program appear to have been met and the idea of providing another source of sensory stimuli for educationally deficient pupils has high relative merit, this program is not recommended for continuation in order to adhere to new federal guidelines which prohibit the use of Title I funds for library services.

11.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF
SUPPLEMENTARY HEALTH SERVICES
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SUPPLEMENTARY HEALTH SERVICES, 1971-72

SUMMARY

This program was designed to provide twenty extra days per week of health services in sixteen elementary schools plus one extra day in a preschool program. The equivalent of four full time nurse positions were distributed proportionally according to school enrollment.

Major goals were to provide extra health services through vision and hearing screening, personnel staffing, parental contacts and health education classes. The program reached about 2200 pupils and cost about $19 each.

Stated objectives appeared to have been met and thus the program was recommended for continuation.

ACTIVITY CONTEXT

Health service to low income area pupils was perceived as one of the needs in the spring of 1966 by a joint research effort of the Wichita Public Schools, Community Planning Council Research Staff, and the Community Action Program. It was shown that a high correlation existed among low income, low school achievement, and health deficiencies. Planners reasoned that a global approach to the problems of educational deprivation should include a component to assist in the correction of dental and physical deficiencies; hence the concept of providing additional nurses in the target area schools was initiated. From the spring of 1966 when Wichita's first Title I project was fielded through the school year of 1969-70 five additional nurses were added to the health services staff. For 1970-71, there were four nurse positions in the program and in 1971-72 there were 4.2, the two tenths position being allocated to a pre-school program.

The extra health service was apportioned to the target area schools according to total school enrollment. In the spring of 1966 there were 34 target schools, for 1966-67 and 1967-68 there were 24 schools, for 1968-69 there were 22 schools, for 1969-70 the number of schools was reduced to 18, for 1970-71 there were 17 schools, and for 1971-72 there were 16 schools. Service tended to become more concentrated as the number of schools served decreased and more stringent guidelines concerning pupils to be included were adopted.

PROGRAM DESCRIPTION

Scope

Supplementary health services emphasized health services for 2,235 children. Children served were identified by their participation in a Title I instructional program. Sixteen elementary schools were involved with this project.

In addition to the usual school health services available to all children enrolled in the Wichita Public Schools, the additional school nursing time allotted under Title I allowed the nurses assigned to schools with Title I instructional programs to:

1. Do additional vision and hearing screening and have more time for observation of children.
2. Work more closely with other staff members to identify health concerns.
3. Make more parent contacts, including home calls to assist families in obtaining evaluation and/or correction of health concerns.
4. Provide emphasized health education.

Personnel

For 1971-72, the equivalent of 4.2 FTE nurse positions were provided by Title I. Of these, the .2 position was for pre-school and the remaining four were for sixteen elementary schools which included all of the Title I schools plus three other schools with high concentration of bussed-in Title I children. The equivalent of twenty days of extra health services per week was distributed among the sixteen selected schools.

Procedures

The nurses concentrated their additional services on children involved in Title I instructional programs and time was spent in a special screening test for identification and preventative purposes. Additional nurse time helped in the early detection of health problems; assisted families to recognize their child's health needs; helped them make plans for and obtain appropriate professional health evaluation and care. Health appraisal through observation and various screening tests were conducted. Families were notified of deviant health findings. Professional evaluation and correction of deviant health findings was encouraged through parent-nurse conferences which were conducted at school, on home visits or through telephone contacts. Appropriate community health resources were utilized.

In selected schools, a parent-nurse interview at the kindergarten level was conducted to help establish a positive parent-child school relationship and to help identify children who needed special considerations in their school program. Consultation was available to the staff serving these children.

Interdepartmental referrals and pupil staffing added to the team approach to help provide the services needed to help children avail themselves fully of their opportunities for education. Health education was used to promote the development of sound health attitudes, knowledge, and practice.

Budget

Nurses (4.2 positions)	$33,023
Health Supplies	250
Consultants	3,500
Health Services	3,620
Mileage	1,100
OASI	1,717
	$43,210

Based on the total number of pupils served by the program, 2235, the per pupil cost was $19.33.

EVALUATION

Additional health services provided by Title I for the pupils of instructional components of the target area schools fall within two broad, general categories, health education and health services with the major emphasis being upon health services or the service to individual pupils as opposed to group services.

The major objectives of the Supplementary Health Services Program that were chosen for investigation were:

Objective 1: A supplementary health services program will be provided for pupils in Title I instructional components as shown by the allocation of funds to finance the program and the assignment of personnel to implement the program.

Objective 2: Nurses assigned to the Supplementary Health Services Program will screen the pupils of the instructional program in the target schools to identify children with health defects. Records will be maintained by the nurses to show which students have observable health defects.

Objective 3: The nurses will institute action to correct known health defects of Title I instructed pupils. This will call for contacts with parents to call their attention to the desirability for early action. Courses of action taken by parents and the amount of success experienced will be determined by follow-up records maintained by the nurses.

Objective 4: The nurses will conduct a health education program for target area pupils of the Title I Instruction program as shown by an examination of nurses' activity logs.

A statistical report of pupil participation in Supplementary Health Service benefits is tabulated in Table 11.1.

TABLE 11.1

PUPIL PARTICIPANTS IN SUPPLEMENTARY HEALTH SERVICES BY GRADE, SEX, AND RACE

Grade	Sex		Race*					Total
	Male	Female	1	2	3	4	5	
Kindergarten	145	156	202	0	93	5	1	301
First	210	167	256	1	92	23	5	377
Second	272	198	341	2	98	25	4	470
Third	207	188	285	1	90	14	5	395
Fourth	192	151	229	1	96	12	5	343
Fifth	117	80	109	2	63	17	6	197
Sixth	70	82	76	0	62	9	5	152
Totals								
(Number)	1213	1022	1498	7	594	105	31	2235
(Percent)**	54	46	67	<1	27	5	1	

* 1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian
** Percents are rounded

During a three month period of December, January, and February the nurses kept logs of health room traffic and health activities. A summarization of these logs by the coordinator of Title I nurses shows the following:

Sample number of Title I children seen in health rooms over a three-month period (not an unduplicated count)

Title I time	B.O.E. time
1,080	1,420

Sample number of Title I children over a three month period for whom nurses made home calls: 189

The number of health concerns reported: 237
The number of children involved: 217 (unduplicated)
The number of health concerns receiving professional care: 131
The number of health concerns that did not receive professional care: 106

Professional care not obtained because:

1. Family indicated financial inability to provide private health care: 1
2. Community resource not available: 1
3. Apparent lack of parent concern: 34
4. Not referred: 8
5. Inadequate time since referral: 25
6. Already under care: 20
7. No reason reported: 4
8. Parent treated condition: 2
9. Condition did not require the service of a physician: 2
10. Condition was corrected without professional care: 2
11. Withdrew from U.S.D. #259: 7

CONTACTS RELATING TO REPORTED HEALTH CONCERNS

PARENT:		COMMUNITY AGENCY: 28		SCHOOL: 246	
School Conference:	59	McConnell:	2	Teacher:	214
Home visits:	91	Medical Service Bureau:	11	Principal:	10
Telephone:	179	Kansas Crippled Children:	1	Counselor:	11
Letter:	92	Model Cities:	4	Social Worker:	7
		Child Guidance Center:	3	Staffing:	4
		Social Welfare:	4		
		Wichita-Sedgwick County Department of Comm. Health:	3		

Health Concerns reported:
Allergies, abnormal glucose tolerance, abnormal growth pattern, adrenogenito syndrome, arthritis, asthma, bleeder, cardiac, convulsive disorder, cyst on clavicle, dental caries, diabetes, earache, emotional, enuresis, enlarged tonsils, emphysema, encopresis, fracture, growth on eyelid, headaches, hearing, hives, hyperactivity, hygiene, impetigo, immunization needs, increased white blood count, learning disability, loss of appetite, orthopedic, obesity, pneumonia, positive tuberculin skin test, poor coordination, rheumatic fever, scalp condition, skin tumor, strep throat, U.R.I., urology, vague complaints, and vision.

Title I Vision and Hearing Report 1971-72

Vision screened (Snellen scale):	2020
Referrals (after 2 tests):	81
Received professional care:	62

Hearing screened:	1553
Hearing acuity:	651
Referred after 2 tests:	53
Received professional care:	19

Another element of the Supplementary Health Services program was that of health education in the classrooms. Following is a listing of the lessons presented by grade level and number of classrooms.

Title I Health Education

GRADE	TYPE OF LESSON PRESENTED	NO. OF ROOMS
Kindergarten	Nutrition	6
	Dental	9
	Ears	2
	Skin	2
	Sleep and Rest	3
	Growth and Exercise	3
	Safety	11
	Health Helpers	4
	Disease Prevention	4
	Poison Prevention	5
	Proper Clothing	1
First	Nutrition	7
	Dental	10
	Hygiene	4
	Safety	9
	Proper Clothing	1
	Poison Prevention	1
	Doctor's Tools	2
	Eyes	7
	Disease Prevention	8
	Ears	2
Second	Nutrition	4
	Disease Prevention	5
	Safety	11
	Poison Prevention	6
	Health Helpers	1
	Dental	22
	Hygiene	4
	Ears	3
	Skeletal System	1
	Eyes	2
Third	Hygiene	5
	Dental	9
	Ears	1
	Safety	1
	Poison Prevention	1
	Growth	1
	Nutrition	4
	Safety	3
	Disease Prevention	3

Title I Health Education (cont.)

GRADE	TYPE OF LESSON PRESENTED	NO. OF ROOMS
Fourth	Dental	13
	Heart	5
	Proper Clothing	1
	Smoking	1
	Ears	4
	Eyes	2
	Safety	1
	Disease Prevention	1
	Vision	2
Fifth	Hygiene	2
	Mental Health	4
	Eyes	6
	Heart	1
	Disease Prevention	2
	Dental	5
	Ears	2
	Smoking	1
	Growth and Development	13
Sixth	Growth and Development	12
	Smoking	5
	Red Cross Blood Center Field Trip	1
	Heart	5
	Dental	7
	Body Systems	9
	Drug Abuse	3
	Disease Prevention	1
	Nutrition	3
	Hygiene	5
	Mental Health	3
	Safety	3

RECOMMENDATIONS

The Supplementary Health Services program was well managed with sufficient evidence that the program was carried out exactly as specified in the project proposal. As with other supplementary service programs there is a possibility of spreading the service too thin. Any change should be in the direction of more concentration of service. Based on the reports and the apparent meeting of objectives the program is recommended for continuation.

12.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE SUPPLEMENTARY COUNSELING SERVICES

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SUPPLEMENTARY COUNSELING SERVICES, 1971-72

SUMMARY

The 1971-72 Supplementary Counseling Services program was continued for the fifth year. Title I funds provided for the equivalent of five counseling positions of which four were distributed among the thirteen Title I schools and the fifth was assigned full time to the two delinquent institutions. About 900 different pupils benefited by these supplementary services at an average cost of $67 per pupil. The main objective of providing a supplementary counseling service, identifying, and helping emotionally disturbed pupils appeared to have been met and a recommendation was made to continue the program in a more concentrated manner.

ACTIVITY CONTEXT

Children residing in economically deprived areas often exhibit a low level of achievement accompanied by frustration, negative attitudes, and behavioral problems. Very early in the history of Wichita's Title I efforts, a counseling supplement was included to help alleviate the problems mentioned above. During the years of 1966-67 and 1967-68, five additional counselors were assigned to the staff. The 150 hours of extra counseling service per week were then apportioned to the 24 Title I target schools. For the following year another counselor was added while the number of designated schools was reduced to 22. In 1969-70, there were four counselors making a total of 120 hours of extra time for the Title I schools. For 1970-71 there were six counselors for Title I but one was assigned in Follow Through schools while another was assigned to the delinquent institutional programs, thus the extra time for target schools remained the same as for 1969-70. For 1971-72, the time of five counselors was assigned to the project. One of these was for delinquent institutions. While the number of counseling positions was reduced by one, the number of schools served was reduced to thirteen with a resultant increased level of service over the previous year.

PROGRAM DESCRIPTION

Scope

Approximately 700 pupils in Title I instructional programs of grades kindergarten through sixth received benefits from the supplementary counseling service. In addition, another 200 pupils in the two delinquent institutions received service.

Personnel

A total of five counseling positions were funded by Title I and added to the counseling staff. By reapportionment of assigned time in the project schools, thirteen different counselors spent a part of their schedule in the Title I project with a designated portion of their time set aside for Title I instructional pupils.

Procedures

The following excerpts are from the project director's proposal and describes procedures used:

"The counselors and school psychologists will work with a team of other professionals toward a goal of understanding individual pupils needs, behaviors, and abilities in developing and assisting in a program of instruction in the designated areas of achievement. The counselor will also be working individually with pupils in diagnosis and counseling relative to individual learning problems and needs.

To enhance the achievement and adjustment of boys and girls in Lake Afton and Friendly Gables, one additional counselor will be employed to work with the staffs, the courts, the probation officers, and the sending schools so that the pupils in these two institutions will have maximum opportunity to continue their educational development with minimal interruption from their regular school program."

Budget

Counselors (5 FTE)		$56,052
Training Stipends		500
Counseling Supplies		400
Mileage		900
OASI		2,506
	Total	$60,358

Based on the approximately 900 pupils served by this program, the per pupil cost was $67.06.

EVALUATION

The major goal of the supplementary counseling component of the Title I project was to provide psychological and counseling services to students in the designated curriculum areas in target schools over and above that which was available without Title I support.

Objective 1: Supplementary counseling services will be made available as one component of the total Title I project as shown by the allocation of financial resources and by assignment of counseling personnel to the program. The major group of recipients of supplementary counseling will be the pupils enrolled in Title I instructional programs and those assigned to juvenile detention homes by the Juvenile Court.

Objective 2: Counselors assigned to the project will observe and identify problems and learning disabilities of pupils as shown by activity log sheets.

Objective 3: Solutions to problems and learning disabilities identified in Objective 2 will be effected by counselors through the use of approved counseling techniques as shown by examination of a randomly selected group of case study reports prepared by the project counselors.

Participation statistics by grade, sex, and race are shown in Tables 12.1 and 12.3.

TABLE 12.1

PUPIL PARTICIPATION STATISTICS IN SUPPLEMENTARY COUNSELING SERVICES
BY GRADE, SEX, AND RACE
1971-72

GRADE	SEX		RACE*					TOTAL
	Male	Female	1	2	3	4	5	
Sixth	47	41	46		26	14	2	88
Fifth	43	19	27	2	26	6	1	62
Fourth	39	34	33	1	32	4	3	73
Third	69	49	73		38	4	3	118
Second	83	84	109	2	49	6	1	167
First	65	38	56		38	7	2	103
Kindergarten	44	36	38		30	11	1	80
Pre-School		1	1					1
EMH	11	6	10		7			17
Totals								
(Number)	401	308	393	5	246	52	13	709
(Percent)**	57	43	55	1	35	7	2	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian
** Percents are rounded

TABLE 12.2

COUNSELOR CONTACTS BY GRADE AND TYPE
1971-72

	Type of Contact											
								Parent Contacts				
Grade	Pupil	Administration	Teacher	Librarian	Nurse	Speech Therapist	Other	At school	At home	By phone	Community Agency or Professional	Total
Sixth	225	87	130	7	10		8	9	3	11	8	498
Fifth	180	86	146	4	55	1	62	19	7	7	34	601
Fourth	151	77	128	6	9		48	24	2	11	16	472
Third	322	92	360	17	25	1	129	52	11	12	30	1051
Second	552	130	313	151	26	4	110	64	6	18	34	1408
First	529	87	236	19	33	6	48	22	14	10	30	1034
Kindergarten	114	48	101	13	14	1	32	19	5	19	20	386
Pre-School	1		1									2
EMH	33	26	35		8		2	3		1	7	115
Totals (Number)	2107	633	1450	217	180	13	439	212	48	89	179	5567
(Percents)*	38	11	26	4	3	0	8	4	1	2	3	

* Percents are rounded

TABLE 12.3

PUPIL PARTICIPATION STATISTICS IN SUPPLEMENTARY COUNSELING SERVICES BY GRADE, SEX, AND RACE DELINQUENT INSTITUTIONS 1971-72

GRADE	SEX		RACE*					TOTAL
	Male	Female	1	2	3	4	5	
Twelfth		3	1		3			3
Eleventh	4	13	13		4			17
Tenth	31	32	45		12	2	4	63
Ninth	36	20	40		14	2		56
Eighth	23	16	27		9		3	39
Seventh	20	6	15		9		2	26
Sixth	2	1	3					3
Fifth	1		1					1
Third	2				2			2
Totals								
(Number)	119	91	145	0	52	4	9	210
(Percent)**	57	43	69	0	25	2	4	

* 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian
** Percents are rounded

Table 12.3 is for the two delinquent institutions. It may be interesting to note that while the percentage of boys and girls are identical for both groups, elementary and institutional, the percentage of white pupils in the institutions is higher while the percentage of black pupils is lower when compared with the Title I elementary school percentages.

Tables 12.2 and 12.4 show the number and types of counselor contacts for Title I elementary schools and for the two delinquent institutions.

TABLE 12.4

COUNSELOR CONTACTS BY GRADE AND TYPE
DELINQUENT INSTITUTIONS
1971-72

	Type of Contact							
Grade	Pupil	Adminis-tration	Teacher	Librarian	Other	Parent by phone	Community Agency or Professional	Total
Twelfth	11	6	4		1		1	23
Eleventh	34	6	1		2	2		45
Tenth	157	26	29		4	9	6	231
Ninth	159	16	18		5	5	11	214
Eighth	106	14	16		6	1	12	155
Seventh	57	17	7		4		4	89
Sixth	4	1						5
Fifth	1							1
Third	6			1				7
Totals								
(Number)	535	86	75	1	22	17	34	770
(Percent)*	69	11	10	0	3	2	4	

* Percents are rounded

In the thirteen elementary schools a total of 5567 contacts were made or an average of about eight contacts per pupil. Pupil contacts accounted for 38 percent of the total. For the institutions, 770 contacts were made or an average of four per pupil. Sixty-nine percent of these were pupil contacts.

Two of the case studies submitted by counselors were selected for inclusion as being representative of the type of work done with Title I pupils in this program. These are quoted but with alterations to ensure anonymity of the pupil.

CASE A: (from instructional program)

Name: Jim

TESTS:

California Mental Maturity:

Grade 2	1-69	CA 102	Ver. 106-62	NonVer. 102-58	105-62
Grade 5	1-72	CA 138	Ver. 81-10	NonVer. 84-14	81-10

Iowa Tests of Basic Skills:

	Voc.	Read.	Lang.	Skills	Arith.	Comp.
Grade 3	2.8-40	2.5-31	1.6-03	----	2.9-44	2.4-22
Grade 5	2.6-04	3.5-15	3.5-12	3.3-04	4.8-43	3.5-06

Individual Intelligence Test:

WISC 10-22-71 FS 95 VS 100 PS 90

BACKGROUND: Jim, an eleven year old fifth grade Caucasian boy, is next to the eldest of the five children. A sister is also a fifth grader, and brothers are in the second, third, and seventh grades. The father, a laborer, works intermittently; the mother is not employed outside the home.

Names of both parents, the father's more often, appear regularly on the police blotter; charges are drunkenness, disorderly conduct, and disturbance of the peace. Nevertheless, there is evident a certain solidarity in this family and a concern and devotion among the members. A comradery exists. The home, directly across the street from the school, is frequently a gathering place for the neighborhood children and young people. Mrs. ----- seems always to be there among them, usually a participant in the action.

The father is heard from less often than the mother, although he has been present at times when school personnel went to the home. The mother appears at the school frequently; she is interested in her children.

Jim was born in -----, but the family moved to Kansas shortly thereafter, and the boy has attended several schools, having been enrolled in some of them on more than one occasion.

The boy began school in ----- in the fall of 1965; for reasons not noted on the record, the boy repeated kindergarten the next year.

In January, 1967, the family left ----- for Wichita, and for the next two months Jim attended Park School, and then he transferred to Irving to complete the term. His progress report in those Wichita schools shows exceptional growth in personal-social development and attitudes and acceptable growth in all other areas.

Next the records show the boy re-entering Irving School, May, 1968, again from -----, as a first grader. The boy began second grade at Waco School and in early November entered Brookside. In the fall, 1969, Jim, now a third-grader, was at Irving School again. There he remained until November, 1969, when the family moved to the Kellogg School district. Although the family has lived in several houses since that date, they have stayed in the Kellogg district.

Throughout Jim's school experience, his attendance has not been irregular, although he has been tardy several times. Academic marks have been satisfactory, mostly C's, a few B's, and one D in second grade writing and a D in spelling in the fourth grade.

PRESENT SCHOOL YEAR: In the past Jim's quick temper often has been the cause of his being in trouble, but this year there have been many occasions when the boy was sent or taken home because of his unacceptable behavior.

From his first day as a fifth grader Jim loudly proclaimed his disappointment with his room assignment. The other room, to which his sister was assigned, is a combination fifth-sixth grade, with members chosen for their past evidence of good work habits and self-discipline. Jim set out to have himself transferred to that room in which there is heavy emphasis upon science and where there is a non-structured program of activity.

Early in the term almost no day passed that Jim did not become embroiled in a fight, in the classroom, in music class, elsewhere in the building, on the playground, or before he could get across the street home. The boy fought to destroy his opponent--with great strength--and with such vehemence that he had to be restrained physically. Often two adults were needed to drag the boy from his opponent; teachers and principal have suffered scratches and bruises inflicted by the boy's struggling to break loose and get back to his enemy. He would not be stopped.

The counselor was called in to work with the boy. Jim was quite honest about his feelings and his reasons for fighting; always he felt he was the one who was unjustly accused and that others were never punished or reprimanded for their actions. He would not accept the evidence that others did answer for their behavior. He wanted to be in the other room because he had no friends, he said, in his own room. (That point was true, because he made himself disliked.)

Sometimes he wouldn't go to class because he was angry with a classmate or someone was "buggin" him. He maintained constant vocal grumbling and muttering about assigned work and kept the class in a state of turmoil.

The counselor saw the boy regularly, attempting to help him realize that he could not change rooms, that a smile and cheerfulness could help him make friends, and that individuals must be held responsible for their actions.

At an October staffing of principal, nurse, teacher, social worker, and counselor, the agreement was reached that the counselor would continue seeing Jim, and that others would give support whenever possible.

Meanwhile Jim had begun complaining of the headaches such as ones he experienced last year. At that time Dr. ----- could find no physical reasons for the headaches; the mother suggested then that Jim was "worried he wouldn't pass fourth grade." When the headaches began to recur this year Dr. ----- suggested an individual intelligence test on the theory that Jim's intellectual capacity was not sufficient to allow him to do the academic work expected of him and he was thus reacting to pressure.

While none of the school personnel felt the boy lacked mental ability to do average or above average work, they did want to cooperate with any suggestion by the doctor. The counselor administered the WISC; the resultant score indicated the subject's mental ability was average and revealed no areas of particular weakness. Too, an examination by an opthamologist within the past month failed to indicate that Jim had a need for glasses.

THE SITUATION NOW: Counselor contacts with the boy have become fewer in the past weeks. Jim has made great progress in important areas: he fights less, and he does allow intercedence when he fights. Moreover, the boy enjoys popularity in the room. (From the teacher viewpoint, that is not always good because so many of the boy's actions are disturbance creators.)

Usually, the teacher reports, Jim does his academic work, although he continues to grumble loudly and constantly and sometimes has to have a privilege withdrawn before he does the work. His marks are mostly C's. Jim talks out loudly and often disrupts the room. The one-to-one encounters, such as staying after school to help the teacher with some task, are always pleasant.

In another effort to help the boy, the counselor has chosen him one of a group of six fourth and fifth grade boys that have weekly discussion session with the social worker. There have been only three sessions so far, but it was felt Jim might make changes in certain symptomatic behavior if he could identify with this young male figure.

At this point, some ground has been gained, but the going has been slow. Jim is not convinced of a need for self-discipline. When the boy no longer has the reinforcement of the regular counseling sessions and the discussion group, he may regress. But he has been helped to this point by the efforts exerted in his behalf.

The second case report comes from the delinquent institutions.

CASE B:

Bob
Age: 14
Grade: 8

Bob is one of ten children in an economically and socially deprived home. The two oldest children have left home and one younger brother is institutionalized. Bob is the fourth child. Four of the children, including Bob, have been referred to and accepted into EMH or TMH classes in the public schools.

The parents believe in beating the children for even minor offences. Living is very basic in the household and Bob had few social experiences except those necessary for survival. From this he concluded that adults were only disciplinarians and "the enemy".

In school, Bob has been disruptive in a variety of ways. He was observed stealing, fighting, cussing, and being generally defiant. On occasions he would just put his head on the desk and refuse to do classroom work. He was sent to the office and his parents contacted on numerous occasions.

Bob was first brought to Lake Afton in 196_ on a runaway charge. He has been confined intermittently until July, 1971 and since that time has been in residence continuously.

Bob's behavior at the outset was similar to that which he had displayed in public school. He would respond very little except in a negative manner. However his behavior has evolved over a three year period to an acceptable pattern. He now responds positively to encouragement and praise.

Bob has been tested by four different school counselors and the Kansas Children's Receiving Home. The I.Q. range was from 64 to 80 on the Binet and Wechsler intelligence scales. Bob is below grade level in all subjects: reading, 4th grade; arithmetic and English, 5th grade.

Bob formed relationships with some of the teachers and staff at Lake Afton which were as meaningful as any he had previously experienced.

Bob has now been transferred to a children's home and will attend public school in a regular classroom. It has been recommended that his case be taken under advisement. He was put into classrooms with understanding teachers for the remainder of this year as the school he is attending does not have EMH classes for his grade.

If Bob can relate to his new house parents and have a reciprocal relationship the prognosis should be optimistic.

RECOMMENDATIONS

The main objectives of this program appear to have been met. The two case studies reported indicate to some degree the severity of emotional problems which can exist among school children. Last year a recommendation was made to provide pupils with counseling service regardless of place of enrollment. With integration and bussing of Title I eligible pupils to most of the elementary schools in the system and with only four Title I counseling positions for the elementary schools, such a recommendation is impractical. The extra counseling service needs to be concentrated in order to more effectively cope with severe problems. The program is recommended for continuation but with greater concentration of resources per pupil involved.

13.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
HORACE MANN STAFF AND CURRICULUM DEVELOPMENT WORKSHOP FOLLOW-UP
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
W. E. Turner, Research Specialist

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

HORACE MANN STAFF AND CURRICULUM DEVELOPMENT WORKSHOP FOLLOW-UP 1971-72

SUMMARY

Follow-up activities were planned as supplements to the summer workshop held for members of the Horace Mann staff. A contract with Mid-Continent Educational Laboratory (McREL) provided for a minimum of two days per month of professional consultation time for staff members. Activities were designed to bring about an increased human awareness and consideration for other people. Increased pupil, staff, and parent interaction were attained. The project appears to have been successful in most areas and is recommended for continuation.

ACTIVITY CONTEXT

Horace Mann is a tri-racial junior high school, serving feeder elementary schools that are all target areas. All other junior high schools have "mixed" feeder areas.

A Horace Mann staff training component has been a part of the Title I program since the summer of 1970. The projects have been designed as an attempt to find solutions to some of the problems of the Horace Mann student body which manifest themselves in low class achievement, lack of homework, indifference to tests, and poor attendance.

The two-week workshop conducted during the summer of 1971 emphasized the following areas: (1) a review of the level of awareness on the part of each staff member concerning individual, adolescent's and parent's hopes, fears, and biases, (2) the fundamentals of teaching a better self-concept, (3) the preparation of relevant lessons, (4) the organization of an experience unit of study, and (5) the development for each department of a curriculum that is centered around self-concepts, relevance, and the modern society.

The activity proposed for the 1971-1972 school year was intended as a follow up of the 1971 summer session and had the following objectives:

1. To improve the curricular approaches to teaching the inner-city child.
2. To improve community involvement in the Horace Mann School.
3. To improve the self-concept of pupils by having empathetic teachers who possess understanding and personalized care for pupils.
4. To revise the curriculum for greater relevancy for each pupil.
5. To increase the involvement of pupils, teachers, and parents in the decision-making process.

6. To increase the achievement level of pupils.

7. To provide the staff, pupils, and community personnel with specialized staff in the areas of education, psychology, sociology, and student personnel.

8. To provide classroom with a specially prepared inner-city student teacher and a sensitized, cooperating teacher.

Approximately 35-40 Horace Mann staff members were involved in the proposed activity. The project was conducted by the Mid-Continent Regional Educational Laboratories. McRel personnel worked individually throughout the 1971-1972 school year with Horace Mann staff members. In addition, McRel conducted two-day workshops each month throughout the school year. To supplement their regular staff, McRel provided additional consultant services as well as supplies, curriculum materials, and other supplemental services. A contractual agreement of $16,700 was reached for the total package.

EVALUATION

Three objectives were selected for evaluation. These were:

Objective 1: Citizens of the community will become more involved in the life of the school as shown by participation records maintained by the project director.

Objective 2: Pupils, teachers, and parents will become more involved in decision making processes as shown by narrative reports collected from representative groups.

Objective 3: Pupils will increase their level of academic achievement as shown by results of standardized tests.

Representatives of parents were brought in for three meetings, two during first semester and one during second semester to work with school staff members on PPBES issues.

Throughout the year there was an increase in the number of contacts with parents. One half of the staff made regular parent visitations. Parents were also invited for conferences at school in the Parent Room with teachers and pupils. In addition, "rap" sessions among pupils, teachers, and administrators were described as "very productive". These sessions also were held in the Parent Room where there was a relaxed atmosphere which promoted better feelings.

A student group was formed early in the year as a Human Relations Committee. This committee met every Wednesday evening and was composed of three members from each grade level. Initial selections to the committee were made by the staff. Pupils were selected who were known to be vocal and not afraid to express their opinions. Representation across ethnic groups was sought. Replacements to the committee were selected by the remaining members of the committee and approval by the student council. The committee met with various members of the school staff to discuss concerns of students. In some cases their requests could not be met. In other cases their requests were simple. An example of the latter was a meeting with the cafeteria manager to request that salad dressing not be put on salads ahead of time - that students be able to put it on themselves if they wanted it.

Staff members state that there is a much better feeling among members of the student body, more respect for others, and less separation of the ethnic groups.

Since the basic testing program adopted a different standardized test, objective #3 could not be measured. The principal did not feel that achievement had improved.

RECOMMENDATIONS

While it cannot be known what Horace Mann Junior High School would have been like to-day had it not had the Involvement project, a reversal of previous trends can be seen. Almost everyone connected with the project is enthusiastic about it. This very limited evaluation does not describe what is actually taking place. On the basis of subjective information it appears that the project should be continued.

SS 01.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE

EARLY START PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Phyllis L. Curtis, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 01.01

EARLY START, 1971-72

SUMMARY

Early Start was an orientation program for three and four-year-old children to be involved in the six weeks of the summer session; it was a program of early childhood experiences and supplemental services for children and families who would take part in Title I and Head Start preschool programs during the 1972-73 school year.

Two hundred three children selected were low income residents of Title I areas and were enrolled in three Early Childhood Centers in the northern, central, and southern sections of Greater Wichita. They were served as close to their homes as was possible, consistent with integration goals. Bus transportation was provided as needed.

The educational program focused on self-concept, building of socialization skills, use of sensory experiences to build cognitive skills and the use of physical activities for coordination and reinforcement in other learning areas.

Field trips, cooking, gardening, and water play experiences supplemented the regular classroom activities.

Twelve experienced teachers in Early Childhood Education and 12 experienced instructional aides staffed the 12 classrooms. N.Y.C. workers and volunteers worked in the classrooms, too. Inservice training preceded the summer session. The adult-pupil ratio was one adult to 8.46 pupils. All classrooms were integrated; the staff was integrated.

Physical screening of children was an important goal. Parents were encouraged to schedule medical and dental exams prior to and during the summer. A nurse and health aide helped with this and with immunizations. Two Parent Educators worked closely with the nurse and home economist in securing parent support of the health and nutrition programs.

The two Parent Educators, one for the parents of four-year-old children and one for the parents of the three-year-old children, implemented the program for parents. The parent program thrust was to encourage parents to take an active part in their children's education by means of reinforcing classroom experiences at home. Parents were provided library books, materials and learning games to implement this goal. Parent-suggested activities in the area of homemaking skills were included.

The three-year-old parent program was a pilot program designed to compare alternate methods of involving parents in a partnership to provide appropriate and enriching experiences for their children. Parents met once a week for three hours, a total of six parent meetings. The parents of the three-year-old children received a stipend of $5.00 for each meeting attended if they attended five meetings out of the six meetings. This appeared to be a very successful method of involving parents. Many of these parents attended the four-year-old parent meetings without pay after being exposed to the above said dynamic child development meetings held by the Parent Educator of the three-year-old program.

Speech, counseling, and testing services were provided; certified psychometrists from the Wichita Diagnostic Center and Wichita Guidance Center conducted the testing services; during the summer children were identified who might need the special services of the room for emotionally disturbed children which would begin in September.

The social service staff enrolled children, assisted families to overcome impediments to school attendance, referred and supported parents in obtaining support from social agencies in the community, and provided for emergency transportation needs. The entire staff worked for total parent involvement in order to augment the educational progress of these children; they did not add to the dependency needs of the parents.

A nutritious lunch and snack was provided for children each day.

The objectives for the Early Start summer program appeared to have been met.

It has been recommended that the program be funded next year to provide the above services for additional families of the community.

ACTIVITY CONTEXT

Wichita has completed its seventh year of participation in PL 89-10, ESEA, Title I. The scope of the project concentrated on the most educationally deprived of the community.

Since 1969, school systems, Community Action agencies, and other operators of Head Start programs converted the allocations of funds from Summer to Full Year programs.

It should be noted that some programs, frequently called Head Start, serving disadvantaged children were, in fact, operated from funding sources other than the Economic Opportunity Act. School systems could choose to use Title I, ESEA, funds to operate "Head Start."

Prior to the beginning of summer school, 1970, school administrators and the Director of the Kechi Child Development Center observed there was a need to provide a continuation of Title I activities for Head Start through the summer session. A project application for funding of the summer school was prepared, filed, and subsequently approved as the summer project named Early Start; this is the third year the program has been funded from Title I funds.

The first year of operation, summer 1970, six classes were organized at the Kechi Child Development Center; the second year, 1971, eight classes were organized in four Early Start Centers widely dispersed geographically in Greater Wichita in order to better serve the needs of the community; the third year, summer 1972, 12 classes were organized in three Early Childhood Centers in the northern, central and southern sections of the city; the program consisted of: (1) eight classes for four-year-old children entering Head Start, (2) two classes for four-year-old children entering Title I Preschool classes, and (3) two classes for three-year-old children entering Title I Preschool classes. Two classes of the 12 classes were organized for three-year-old children for the first time to participate in the summer school activities.

The three-year-old program was a pilot program designed to compare alternate methods of involving parents in a partnership to provide appropriate and enriching experiences for their children. In contrast to previous arrangements, parents received a stipend to cover the cost of child care and in recognition of their commitment to set aside three hours per week to participate in the program. The parents had to attend five out of six planned parental meetings to be eligible to receive the stipend; it was required that they attend the meetings in order for their child to be permitted to stay enrolled in the three-year-old program.

Bus transportation services were provided in 1970, 1971, and 1972.

All classes were integrated. The staff was integrated.

The Early Start summer program was an orientation program of early childhood experiences and supplemental services for children and families who would take part in Title I and Head Start preschool programs during the 1972-73 school year. All children selected were low income residents of Title I areas. Some will be enrolled in Head Start in the fall and some in Title I Pre Kindergarten classes. Parent participation was a major component of the Early Start summer program.

PROGRAM DESCRIPTION

Scope

The Early Start summer program was planned for both three and four-year-old children to be involved in the six-week summer session. After a break of four weeks these children will continue with the same teachers in preschool classes for the duration of the school year.

The educational program focused on: (1) self-concept, (2) building of socialization skills, (3) use of sensory experiences to build cognitive skills, and (4) the use of physical activities for coordination and reinforcement in other learning areas.

Physical screening of children was an important goal. Parents were encouraged to schedule medical and dental exams prior to and during the summer. A nurse and paraprofessional helped with this and with immunizations.

The social service staff provided the following services: (1) enrolled children, (2) assisted families to overcome impediments to school attendance, (3) referred and gave support to parents in obtaining services from social agencies in the community, and (4) provided for emergency transportation needs.

A nutritious lunch and snack was provided for children each day; the staff ate with them in order that the meal time be utilized as an enjoyable learning experience.

Personnel

A wide range of personnel was selected to compose the summer Early Start staff as follows: (1) the Early Start Director, (2) 12 classroom teachers, (3) 12 instructional aides, (4) 18 N.Y.C. workers: (a) 14 N.Y.C. workers in the classroom, (b) four N.Y.C. workers in the office, (c) one N.Y.C. worker in the kitchen and (d) four N.Y.C. workers were custodial aides, (5) a Parent Educator for the four-year-old program, (6) a Parent Educator for the three-year-old program, (7) the Social Services Director, (8) four Social Service Workers, (9) one Speech Clinician, (10) one nurse, (11) one Health Aide, (12) one counselor, (13) one Home Economist, (14) three secretaries, (15) one cook manager, and (16) two custodians; in addition, there were five student volunteers and four interns from the Wichita Diagnostic center that rendered service to this program during the six-week summer session. Some phychological services and health services were provided by WACAPI as shown in Table 01.1.

TABLE 01.1

EARLY START SUMMER PROGRAM STAFF, 1972

Certificated Personnel		Classified Personnel		Other	
Director	1	Social Service Director	1	N.Y.C. Workers	18
Classroom Teachers	12	Parent Educators	2	Volunteers	5
				School Psychologist Interns	4
School Psychologist	1	Social Service Workers	4	WACAPI Services: Nurse	
Speech Therapist	1	Instructional Aides	12	Health Services	
Home Economist	1	Nurse	1	Consulting Psychologist	
		Secretaries	2		
		Center Aide	1		
		Health Aide	1		
		Cook Manager	1		
		Custodians	2		
Total	16		27		27

The Title I Early Start summer program employed 12 teachers duly certificated in Early Childhood Education (Preschool Education) by the State of Kansas. Eleven teachers were female (92%); one teacher was male (8%). Ninety-two percent (11) of the teachers had had previous experience in Head Start. Sixty-seven percent (8) of the teachers were Caucasian and 33 percent (4) were Negro. In each class the teacher was responsible for (1) instruction of the curriculum, (2) planning of parent conferences, and (3) supervision of the instructional aides, N.Y.C. workers, and volunteers assigned to her room.

An instructional aide was assigned to each teacher. The instructional aides were selected from the same population as the children whenever possible as they more fully understood the life conditions of the children. Head Start parents had first priority for the jobs; most of the instructional aides were from the minority group population. The Centers tried to maintain racial balance whenever possible. The instructional aides rode on the bus with the children who had to ride the bus to and from school each day. All of the instructional aides (100%) in Early Start had had previous experience in Head Start; all of the instructional aides were female; the instructional aides were: Caucasian - 8% (1), Negro - 92% (12).

Each Early Start classroom had the additional services of N.Y.C. workers and community volunteers as shown in Table 01.2 and Table 01.3.

TABLE 01.2

EARLY START N.Y.C. WORKERS

N = 18

	N.Y.C. Workers				
	Negro		Caucasian	Mexican American	
Centers	Male	Female	Female	Female	Total
Little	2	3	2		7
Kechi	1	3	1		5
Rogers	1	3	1	1	6
Total	4	9	4	1	18
Percent	22.22	50.00	22.22	5.56	100.00

TABLE 01.3

EARLY START VOLUNTEERS*

N = 5

	Race		
Centers	Caucasian	Mexican American	Total
Little	2	2	4
Kechi	-	-	-
Rogers	1	-	1
Total	3	2	5
Percent	60.00	40.00	100.00

*All the volunteers were female.

The full-time Head Start Director, duly certificated in Early Childhood Education and Administration by the State of Kansas, coordinated all phases of the Early Start summer program and participated in the recruiting, selection, and supervision of all personnel.

Activities administered by the Early Start Director were:

(1) assigned 12 classroom teachers and 12 instructional aides to three specified Early Childhood Centers;
(2) approved scheduled bus routes for the three above said Centers;
(3) administered the Early Start summer program as defined in the official grant and modified by contract with the Wichita Area Community Action Program, Inc. of the Full Year Head Start programs;
(4) initiated reports and provided information as requested by the Delegate Agency Contract Officer and WACAPI;
(5) kept a daily record of attendance and enrollment by race;
(6) submitted a weekly enrollment report by O.E.O. standards;
(7) a weekly report was kept for each Center by race and poverty guidelines;
(8) assumed responsibility for relating Early Start needs, problems, and goals to appropriate community agencies;
(9) worked actively to secure parent participation in areas of planning, developing, implementing and evaluating the program to ensure that the program met their children's needs and those of their families;
(10) in cooperation with a committee including the Social Service Director and parents, screened eligible applicants for enrollment;
(11) planned appropriate inservice training activities in cooperation with personnel employed in the program;
(12) in cooperation with the Personnel Department and a parent personnel committee, assisted in decisions regarding employment of personnel for the program;
(13) was responsible for the securing and maintenance of equipment and supplies needed in the program;
(14) was a participant in the negotiations for next year's Head Start program.

The records maintained during the summer program were:

(1) A cumulative folder was made for each child enrolled in the Early Start program and maintained by the social worker staff at the three Early Start Centers. Information and records filed in said folders included:
    (a) Identifying and history information,
    (b) Head Start Medical History,
    (c) Immunization Record,
    (d) Head Start Home Visit Summary,
    (e) Enrollment Agreement,
    (f) Behavior inventories,
    (g) Test results,
    (h) Speech clinician's reports, and
    (i) any other pertinent anecodotal information.
(2) Daily attendance records were kept on all students, teachers, instructional aides, social workers, and N.Y.C. workers.
(3) Records of all home visitations were kept during the summer program.
(4) A master calendar was displayed prominently at each of the three Early

Start Centers; it included all scheduled events and staffings. A copy of the calendar is included in Appendix SS 01.
(5) Other records were kept in regard to borrowed equipment, books, supplies, etc.
(6) A master bus schedule for the three Centers was posted and kept current in each Center.

Two Parent Educators were employed for the Early Start summer program. One Parent Educator worked mainly with the parents of the four-year-old children; one Parent Educator worked exclusively with the parents of the three-year-old children. Both Parent Educators worked together whenever possible on augmenting functional parental activities. The Early Start program was designed for parents to be participating members; the entire staff endeavored to fully promote total parent involvement. The Director stated that one-third of their time was spent with the family and the community with the changing needs of the family and the community.

The role of the Parent Educator for the parents of the four-year-old children was that of coordinating the following activities:
(1) to arrange for meeting places for parent meetings at the three Early Start Centers;
(2) to serve as a bridge between staff and parents;
(3) to secure resource people for meetings;
(4) to provide transportation, if needed, for parents to and from parent meetings;
(5) to help with problems on the Grievance Committee;
(6) to supervise and to make schedules for (a) 18 N.Y.C. workers and (b) five volunteer workers;
(7) to participate and guide parent meetings for the maximum benefit of all parents; and
(8) to distribute clothing, if needed, to families in need.

A total of nine parent group meetings were held at the three Early Start Centers. Meetings were organized around the interests of the parents.

At each Center the parents of each separate classroom were organized to elect officers for each room; these officers will continue until the next election in October; the children enrolled in Early Start will continue in the Head Start program which commences in August, 1972.

The parent meetings focused on the following:
(1) Head Start legislation, goals, and guidelines;
(2) the "Rights and Responsibilities" (See Appendix SS 01) of the parents to the program;
(3) to provide parent education in order to help them improve their social, educational, and economic level;
(4) to discuss ways to budget and to assist parents in consumer problems;
(5) to demonstrate ways to cook food nutritiously with available commodities; and
(6) to provide and recommend suggestions to the parents on how to help the child at home.

The Parent Educator for the parents of the three-year-old children planned the following agenda for the six-week summer program:

SS 01.08

FOR SIX WEEKS - PARENT PROGRAM FOR PARENTS OF THREE-YEAR-OLD CHILDREN ENROLLED IN TITLE I EARLY START PROGRAM, 1972

June 13, 1972 - Tuesday

1. Orientation Day - Get Acquainted With Staff
   Film: "Head Start Confidence"
2. June 21, 1972 - Wednesday
   Curriculum For Three-year-olds - by Teachers, Mrs. Doerflinger and Mrs. Steacey
   Film: "School Before Six"
3. June 27, 1972 - Tuesday
   Nutritions - Mrs. Doris Smith
   Film: "Jenny Is A Good Thing"
4. July 5, 1972 - Wednesday
   Child Development and Discipline - by counselor, Mrs. Dorothy Freeman
   Film: "Child's Guidance"
5. July 11, 1972 - Tuesday
   Health - by the nurse, Mrs. Sue Raymond
   Film: "Children's Illnesses"
6. July 19, 1972 - Wednesday
   Field Trip - To the Zoo, Cowtown, Picnic Lunch,
   Visit the Kiva and The Disneyland Presentation at Century II.

Parents of the three-year-old children were paid five dollars ($5.00) for each meeting they attended. It was carefully explained at the first meeting that they would have to attend at least five of the six sessions to be eligible for the stipend which was to be paid at the end of the six weeks.

Eleven parents attended six meetings; nine parents attended five meetings, and three parents attended four meetings; the average number of parents of three-year-old children at each meeting was 19.

The Director of Social Services coordinated the following services:

(1) transportation,
(2) attendance,
(3) inservice training for the family workers,
(4) home visits,
(5) staff meetings of the family worker staff, and
(6) as a resource person to refer people in need of special service to the proper agency available in the community, state, or federal government.

Seven family workers (officially Social Worker Aides) for the summer worked in three Early Start Centers with 12 classes consisting of approximately 16.92 pupils per class. One family worker who spoke fluent Spanish was assigned to work with Spanish families that conversed mainly in Spanish.

Racial composition of the Social Worker aides included: Caucasian - 3 (43%), Negro - 3 (43%), and Mexican American - 1 (14%). (This total included the Director of Social Services.) All of the Social Worker Aides were female; all had had previous experience in the Head Start program; the Social Worker Aides were employed from the same population as the children as they more fully understood the life style and life conditions of the children.

Activities of the Social Worker Aides for the summer session were:

(1) to visit each home of the children enrolled in the three Early Start Centers at least once in order to seek ways to help the family help themselves;
(2) to suggest needed community resources;
(3) to assist with any clothing needs, if needed; and,
(4) to help the family work through their problems or suggest where additional services could be obtained.

Weekly inservice staffings were held.

A copy of the (1) "Social Service Home Visitation Record", (2) "Social Service Record" (for each child), and (3) "Head Start Home Visit Summary" is included in Appendix SS 01.

Home Economist

The Home Economist was an active participant in the Early Start parent meetings; she talked with parents about the following areas: (1) vitamins, (2) minerals, (3) food analysis in general, and (4) what different kinds of food were capable of doing nutritiously when taken into the body.

She presented food demonstrations which incorporated types of foods to be prepared using available commodities these parents would cook with at home. Various methods of preparation were suggested.

Food demonstrations included: (1) cassaroles and meats, (2) breads, cakes, cookies, and various types of puddings, and (3) ways to prepare luncheons, salads, fruits, and sandwiches. Parents in attendance at the parent meetings were served the said food prepared and seemed to enjoy this part of the meeting tremendously. Mimeographed recipes were given to the parents.

Illnesses that could be caused by a lack of vitamins and minerals in the diet were discussed at length. Questions were encouraged. Parents participated spontaneously with lively interest in said subject. The Health Nurse was an active participant in this parent meeting, too. The Home Economist's demonstrations were a highlight of the program.

Nurse

Working under the direction of a medical consultant, the Early Start nurse provided the following health services:

(1) reviewed medical histories and arranged an immunization schedule. Due to the six-week program, the immunization schedule was designed to allow completion of immunizations in the 1972-73 Full Year Head Start;
(2) arranged medical and dental appointments;
(3) participated in parent meetings as time allowed; and
(4) assisted with health education in the classroom when requested.

Conferences were also held with individual parents as well as teachers, social workers, and the speech therapist.

Statistical Information

Number of children who were completed by other sources were as follows:	
(1) DPT (Diptheria, Tetanus, Whooping Cough)	50
(2) Polio	49
(3) Rubeola	27
(4) TB Test	46
Number of children receiving TB test at school	40
Number of children with physical examinations completed this summer	20
Number of children with dental work completed this summer	23
Number of children who were:	
(1) referred to Specialist,	5
(2) with asthma, and	6
(3) with umbilical hernias	2
Number of Parent Meetings attended	2

The Wichita Dental Society and the Sedgwick County Medical Society have been cooperating in this program as they have done in other federal programs.

Speech Therapist

During the 1972 summer session speech evaluations and hearing examinations were done on the children enrolled to delineate any unnoticed dysfunctions. The hearing examinations were performed with a Zenith portable audiometer, calibrated to ASA Standard. Twenty dB sweep testing was done with the three-year-olds. Fifteen dB or 20 dB was used for the four-year-olds depending on the environmental noise level.

A total of 187 children were given speech evaluations and 167 children were given hearing evaluations (or were able to respond to the hearing test at this time).

There were 39 children who had speech that was not developed to an acceptable level for their age. Four children were referred for medical examinations concerning their hearing and six others were marked for a recheck during the first part of the Fall term.

The Counselor

The Early Start counselor worked in each classroom with the teachers and children; however, most of the time the counselor worked individually with atypical or recalcitrant children within the classroom and in a one-to-one play therapy situation. The counselor attended all of the parent meetings held this summer, gave a lecture on aspects of child development and its importance, and was available as a consultant to parents who had children enrolled in the Early Start summer program.

The counselor served four Early Childhood Centers during the summer; in total, there were 12 classrooms which benefited from this service.

SS 01.11

Summary of Counselor's Statistical Information

I. Contacts	
A. Teacher or administrator contacts	120
B. Pupil contacts or interviews	
1. Individual (one-to-one other than testing)	
a. Number of different children	50
b. Total number of individual contacts	300
2. Group Observations	
a. Number of different groups	12
b. Total number of group sessions	72
c. Number of different individuals in above groups	220
3. Observation of individual children in the classroom or on playground	60
C. Parent contacts (other than casual or social)	
1. At school	20
2. At home	10
3. By phone	5
D. Agency or professional contacts	
1. At school or agency	3
2. By phone	10
E. Special services - nurse, speech therapist, librarian, social workers, Research Department, etc.	130

II. Tests

Testing was done by the Diagnostic Center. Four interns from Emporia State Teachers College were participating in their internship requirement; thus, they did the testing with supervision provided by the Wichita Diagnostic Center and the Wichita Guidance Center.

III. Related Professional Responsibilities	
A. Parent Meetings	9
B. Staff meetings attended	9
C. Research (estimated hours)	10
IV. Clerical Duties	
A. Reports, studies, etc. (estimated hours)	15

The cook prepared lunches each school day for all children enrolled in the Early Start program.

A copy of some of the lunch menus is in Appendix SS 01.

All personnel served for the six-week summer session with very infrequent absences; duly certificated substitutes were employed whenever a situation occurred when the teacher had to be absent.

Wichita Public Schools provided the services of a school librarian in each of the three Centers.

Procedures

This report covers the six-week summer session. The Early Start summer program was designed as an orientation program of early childhood experiences and supplemental services for 203 children and their families who would take part in Title I and Head Start preschool programs during the 1972-73 school year. All children selected were low income residents of Title I areas; these children will be enrolled in Head Start in the fall and/or in Title I Early Childhood Centers Pre Kindergarten classes.

Twelve classes were organized in three Early Start Centers in the northern, central and southern sections of Greater Wichita. Children were served as close to their homes as possible, consistent with integration goals. The program consisted of: (1) eight classes for four-year-old children entering Head Start, (2) two classes for four-year-old children entering Title I Preschool classes, and (3) two classes for three-year-old children entering Title I Preschool classes. The classes met daily for four hours per day, five days a week, for a six-week period in the well-equipped Wichita Early Childhood Centers located in the Title I target areas and on the periphery of the city.

All of the Early Start classrooms were air conditioned.

Weekly staffings were continuous built-in inservice meetings in which all the staff members were active participants; the staff was cognizant of the latest developments in Early Childhood and new Early Childhood courses offered at the university. One of the keys to this remarkable staff cohesiveness seemed to be the informational flow provided through the efforts of the Director to all of the staff. This entire staff appeared to have a positive mental attitude irregardless of the day or time the above said Centers were observed.

An inservice orientation was provided for the 18 N.Y.C. workers the week before the summer session began; the inservice training was deemed necessary so that the N.Y.C. worker would be a helpful person to the teacher rather than another person to teach. According to the teachers, the training proved to be beneficial. Handout materials were discussed with the N.Y.C. workers such as: (1) a list of activities to help and share the responsibilities in the classroom, (2) "Guidelines You Can Use When You Speak To The Children," and (3) "Helpful Hints" on child art, safety first rules, sharing with others and certain limits the child must abide by such as: "Feet first down the slide." The intensive inservice training gave direction to the N.Y.C. workers of what was expected of them. The training focused on learning about children, the goals of the program and to accept the children's language. The N.Y.C. workers visited the Child Day Care Association and Clover Center to observe children the week before the summer session began. The N.Y.C. workers exhibited enthusiasm for the work they were doing and proved to be helpful to the teachers. Five volunteers were accepted to participate in the program, too.

The daily schedule was planned around: (1) active activity and quiet activity and (2) a balance between small group activity, independent exploration and total group activities. The daily program of each teacher was her own modus operandi; the daily program usually included learning experiences such as:

(1) language development,
(2) dramatic play,
(3) creative expression,

(4) music activities,
(5) creative art activities,
(6) indoor and outdoor play,
(7) cultural experiences,
(8) literature experiences,
(9) free choice or free playtime, and
(10) health and lunch.

One class schedule was:

9:00 - 10:15 A.M.	A.	Work-Play Activity Free Choice Use books, pictures, games, puzzles, cubes, blocks, wooden letters and numerals, beads, etc. Modeling with clay, plastic cookie cut-outs, etc. Painting Large Block building Water Play Informal language experiences Literature Put away materials; use bathroom; wash hands A morning snack was served.
10:15 - 10:45 A.M.	B.	Outdoor Time Outdoor Water Play Sandboxes Nature observation walks around the playground Free play on the equipment Ride tricycles (The play areas were adequately fenced. Special playground equipment was installed for three-year-old children. Supervision was constant on the playground.)
10:45 - 11:15 A.M.	C.	Nap time
11:15 - 12:15 A.M.	D.	Music time, conversation, special cooking project, etc.
12:15 - 1:00 P.M.	E.	Lunch time Get ready for the bus.

The staff ate lunch with the children in order that the meal time be utilized as an enjoyable learning experience.

Bus transportation was provided for Title I children to and from the Early Start Centers.

The four-year-old children participated in four field trips as listed in the Calendar of Events (see Appendix); the three-year-old children took one field trip to the zoo, a picnic lunch, and a visit to the Kiva and Century II the last week of the summer session. Bus transportation was provided for the above said field trips.

The materials seemed to be adequate:
(1) wooden blocks both large and small,

(2) a wide range of picture books (the school libraries were open during the six-week period for the summer school and for neighborhood children and adults),
(3) moveable toys, cars, trucks, trains, etc.,
(4) records, rhythm band instruments,
(5) Piagetian activities, science equipment (magnifying glass, gardens, etc.)
(6) symbolic and structured materials to teach the concepts of one-to-one relationships, as many as, etc.,
(7) a variety of art media and unstructured materials, and
(8) numerous wooden puzzles of interesting subjects for four-year-old children.

Special equipment provided for the three-year-old program included:
(1) large size nesting blocks - 18 inches,
(2) an indoor Toddler Slide,
(3) Peabody Preschool Kit,
(4) Piagetian activities with which to interact, size, shape, conservation, equivalent, seriation, pouring of water from tall slim jar to a small flat jar - conservation at the pre-operational stage, etc.
(5) clay and other appropriate materials.

The equipment and materials used were items used during the regular school year except for consumable items.

The parent-community involvement was a primary component of the Early Start summer program. Teachers and staff members tried to visit each home at least once during the summer in order to build a bridge between home and school to interpret what the school program can and could do for them. The staff incorporated a teamwork approach to promote the educational progress of these young children. Regular planned activities with parents aimed at developing understanding of the cognitive and socialization goals and materials were provided for their use at home with the children.

Budget

The Title I Early Start summer program, 1972, was supplemented by the Elementary-Secondary Education Act, Title I, PL 89-10; the total amount budgeted for this six-week activity was $45,373.00. This amount included: (1) $29,817.00 for salaries for the following Early Start personnel: (a) one director for two months, (b) 12 classroom teachers for four hours per day, (c) 12 instructional aides for four hours per day, (d) one Speech Clinician for four hours per day, (e) two Parent Educators for 30 hours a week for eight weeks, (f) one nurse for four hours per day, (g) one Social Services Director for two months, (h) four Social Service Workers for two months, (i) one Home Economist for four hours per day, (j) three secretaries, one for 40 hours a week for two months and two for 20 hours a week for two months, (k) one Health Aide for 40 hours a week for two months, (l) two custodians for 40 hours per week for two months, and (m) one Counselor for four hours per day, for a six-week period, (2) $2,120.00 for supplies: (a) general supplies, (b) classroom supplies, (c) Parent Education supplies for 212 families, and (d) Health Room supplies, (3) $11,886.00 for other costs such as:

(a) pupil transportation in four busses to three centers twice a day, (b) 12 field trips, (c) food service, (d) travel expenses for 12 teachers, five Social Service Workers, two Parent Coordinators, one nurse, one counselor, and one Director, (e) parent training stipends, and (f) equipment, and (4) $1,550.00 for OASI. The per pupil cost was $223.51. This amount is only the additional cost of this program. It does not include buildings, maintenance, major equipment items, etc. which are normally included in the regular school year per pupil costs.

EVALUATION

The primary goal of Early Start was to provide a means of involving parents of three and four-year-old children in a partnership in providing meaningful pre-school experiences for their children. Specific objectives of Early Start to be evaluated were:

1. The child enrolled in Early Start will be provided an introduction to school life and group living and will demonstrate improvement in a more positive self-image and in more positive responses toward school as indicated by teacher responses on the Wichita Early Start Inventory (WESI).
2. The child enrolled in Early Start will demonstrate improvement in oral vocabulary and verbal communication skills as measured by his responses to the WESI.
3. The child enrolled in Early Start will demonstrate improvement in the development of a more positive self-concept as indicated by responses to the WESI.

The primary factors considered in the evaluation were the stated objectives in the project. The sources of evaluative data used to determine the improvement of the pupils during the project were: (1) enrollment and attendance records, (2) The Wichita Early Start Inventory (WESI), and (3) observation of classes. The above said instrument was locally developed to provide information about the child's development in self-concept and language development during the six-week summer session. A copy of the evaluation instrument is included in Appendix SS 01.

Enrollment for the summer program resulted from: (1) home visits from Head Start staff members, (2) personal contact with present Head Start parents, and (3) referrals from welfare workers, school principals, health department workers, clergymen, physicians, friends, and self-referrals by parents. The selection criteria included the Office of Economic Opportunity poverty guidelines. Eligible children were selected on the basis of proportionate representation both racially and geographically of the low income families in the community of Unified School District #259. Children participants in the Early Start summer program were selected by an Enrollment Committee: (1) the Director, (2) the Social Service Director, and (3) two parents of Early Start children from each of the three Early Start Centers. The committee tried to maintain the current ratio of 55% Negro, 40% Caucasian, and 5% other minority. The racial mix in each of the 12 classrooms was maintained as closely as was reasonably possible. Some of the variables considered by the Enrollment Committee at selection time were: (1) financial guidelines, (2) number of children in the family, (3) physical disabilities, (4) emotional dysfunctions, (5) racial balance, and (6) geographical balance.

Enrollment for Early Start was a continuing and consistent program starting with the winter Head Start family contacts and social workers. The children in the four-year-old program had to be four years old on or before September 1, 1972; the children for the three-year-old program had to be three years old on or before September 1, 1972; a birth certificate was required.

The classes were held in three Early Childhood Centers of the Wichita Public Schools.

Two hundred three pupils participated in the Early Start summer program, a time period of six weeks. The mean class size was 16.92 pupils per class; the range was from 13 to 20. The mean number of days attended was 20.91 as shown in Table 01.4. Enrollment was a continuous on-going process throughout the summer six-week period.

TABLE 01.4

SUMMARY ATTENDANCE DATA FOR THE TITLE I
EARLY START SUMMER PROGRAM, 1972

Number of days = 30

Pupils	Number of Pupils	Percent of Pupils	Total Days Attended	X Number of Days Attended
Boys	89	43.84	1,870	21.01
Girls	114	56.15	2,375	20.83
Total	203	99.99	4,245	20.91

Note: Percents may not total 100 because of rounding.

Participation statistics were listed for boys, girls, and combined classes in Tables 01.5, 01.6, and 01.7 respectively.

Sex and racial composition for Early Start are listed in Tables 01.8, 01.9, and 01.10. Total enrollment by race included: (1) Caucasian - 29.55% (60), (2) Oriental - none, (3) Negro - 57.64% (117), (4) Mexican American - 12.31% (25), and (5) American Indian - .5% (1). In total, there were 12.31% (25) more girls than boys enrolled in the Early Start summer program; there were 8.37 more Negro girls than Negro boys and 4.43% more Mexican American girls than Mexican American boys; in contrast, there were the same number of Caucasian boys and girls, one American Indian boy and no American Indian girls; no Oriental children were enrolled in the summer program.

To attempt to get some measure of the improvement of self-image and language skills, a locally-prepared inventory (WESI)* was administered to a stratified random sampling of children during the first week and again during the last week of the six-week summer session. Results are listed in Table 01.11.

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*See Appendix

TABLE 01.5

BOYS ENROLLED IN THE TITLE I
EARLY START PROGRAM, SUMMER, 1972

Number of classes = 12 Number of boys = 89
Number of days in the summer session = 30

Classes	# in Class	% in Class	Race*					Total Days Attended
			1	2	3	4	5	
A	6	37.50	2		3	1		146
B	6	40.00	2		3	1		139
C	9	47.36	4		5			162
D	8	42.10	1		6	1		187
E	7	35.00	4		3			77
F	6	37.50	2		3	1		82
G	11	57.89	4		7			239
H	10	58.82	4		5	1		229
I	9	47.36	2		7			247
J	5	33.33	1		4			94
K	8	53.33	2		4	2		164
L	4	30.76	2			1	1	104
Total	89	43.84	30		50	8	1	1,870

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian.

TABLE 01.6

GIRLS ENROLLED IN THE TITLE I EARLY START PROGRAM, SUMMER, 1972

Number of classes = 12 Number of girls = 114

Number of days in the summer session = 30

Classes	# in Class	% in Class	Race* 1	2	3	4	5	Total Days Attended
A	10	62.50	5		3	2		225
B	9	60.00	1		8			181
C	10	52.63	3		5	2		178
D	11	57.89	3		6	2		254
E	13	65.00	1		9	3		228
F	10	62.50	3		5	2		230
G	8	42.10	2		6			172
H	7	41.17	2		5			176
I	10	52.63	6		4			198
J	10	66.66	2		6	2		186
K	7	46.66			3	4		170
L	9	69.23	2		7			177
Total	114	56.15	30		67	17		2,375

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian.

TABLE 01.7

PARTICIPATION STATISTICS FOR COMBINED CLASSES ENROLLED IN THE TITLE I EARLY START PROGRAM, SUMMER, 1972

Number of classes = 12 Number of days in summer session = 30

Classes	Number in class		Total			Race*			Number of days attended		
	Male	Female		1	2	3	4	5	Male	Female	Total
A	6	10	16	7		6	3		146	225	371
B	6	9	15	3		11	1		139	181	320
C	9	10	19	7		10	2		162	178	340
D	8	11	19	4		12	3		187	254	441
E	7	13	20	5		12	3		77	228	305
F	6	10	16	5		8	3		82	230	312
G	11	8	19	6		13			239	172	411
H	10	7	17	6		10	1		229	176	405
I	9	10	19	8		11			247	198	445
J	5	10	15	3		10	2		94	186	280
K	8	7	15	2		7	6		164	170	334
L	4	9	13	4		7	1	1	104	177	281
Total	89	114	203	60		117	25	1	1,870	2,375	4,245

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian.

TABLE 01.8

RACIAL DISTRIBUTION OF BOYS IN THE TITLE I EARLY START PROGRAM, SUMMER, 1972

Race*	1	2	3	4	5	Total
Number of pupils	30	-	50	8	1	89
Percent	14.78	-	24.63	3.94	.49	43.84

TABLE 01.9

RACIAL DISTRIBUTION OF GIRLS IN THE TITLE I EARLY START PROGRAM, SUMMER, 1972

Race*	1	2	3	4	5	Total
Number of pupils	30	-	67	17	-	114
Percent	14.78	-	33.00	8.37	-	56.15

TABLE 01.10

RACIAL DISTRIBUTION OF PUPILS IN THE TITLE I EARLY START PROGRAM, SUMMER, 1972

Race*	1	2	3	4	5	Total
Number of pupils	60	-	117	25	1	203
Percent	29.56	-	57.64	12.30	.5	100.00

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

NOTE: Percents may not total 100 because of rounding.

SS 01.21

TABLE 01.11

FREQUENCY OF CORRECT RESPONSES ON THE WICHITA EARLY START INVENTORY ADMINISTERED TO A STRATIFIED RANDOM SAMPLING OF CHILDREN ENROLLED IN THE EARLY START SUMMER PROGRAM, IN JUNE 1972, AND TO THE SAME CHILDREN IN JULY, 1972

Number of four-year-old children=36*
Number of three-year-old children=8 Time interval=six weeks

	4-year-old group Correct Responses				3-year-old group Correct Responses			
	Pre		Post		Pre		Post	
	#	%	#	%	#	%	#	%
PART I INTERVIEW								
1. What is your name?	25	69	25	69	3	38	8	100
(The desired response would be his first /or name he goes by/ and last name.)								
If he gives only his first name, ask "What is your last name?"	18	50	13	36	3	38	3	38
If he gives a nickname, ask "What is your other name?"	4	11	-	-	1	13	1	13
What is your mother's name?	25	69	20	56	2	25	7	86
Record response ______________								
What is your father's name?	18	50	16	44	3	38	5	63
Record response ______________								
2. Where do you live?	10	28	8	22	-	-	4	50
(The desired response would be the street address.)								
If he says "In a house," ask "Where is the house?"	5	14	4	11	-	-	3	38
If he gives only the street name, ask "What is the house number?"	5	14	1	3	-	-	4	50

*Data were not available for four children.

TABLE 01.11 (cont'd)

		4-year-old group				3-year-old group			
		Pre		Post		Pre		Post	
		#	%	#	%	#	%	#	%
3.	*How old are you?*	21	58	21	58	3	38	4	50
	(The desired response is his age in years.)								
	If he holds up fingers, ask "*How many is that?*"	8	22	5	14	1	13	1	13
4.	*How many brothers do you have?*	31	86	18	50	-	-	-	-
	Record response ______________								
	How many sisters do you have?	31	86	18	50	3	38	1	13
	Record response ______________								
5.	*Are you a boy or a girl?*	32	89	34	94	5	63	8	100
6.	Show or point to some common objects which are found in the classroom. Ask "*What is this?*"								
	(If incorrect, write the name he said in the blank.)								
	______________ Pencil	34	94	35	97	5	63	8	100
	______________ Crayon	29	81	33	92	7	88	8	100
	______________ Book	33	92	34	94	7	88	8	100
	______________ Piece of paper	31	86	33	92	6	75	7	88
	______________ Chair	31	86	34	94	7	88	8	100
	______________ Table	31	86	34	94	6	75	8	100
	______________ Scissors	30	83	32	89	6	75	7	88
	______________ Door	28	78	33	92	6	75	8	100
	______________ Wastebasket (or trash can)	31	86	30	83	6	75	7	88
	______________ Chalk	7	19	16	44	3	38	5	63
	______________ Clock	27	75	33	92	2	28	5	63

TABLE 01.11 (cont'd)

		4-year-old group				3-year-old group			
		Pre		Post		Pre		Post	
		#	%	#	%	#	%	#	%
7. Show S a series of cards with different shapes on them. Ask "Which ones are alike? Point to the ones that are alike."									
Card 1	○ ○ □	21	58	27	75	3	38	6	75
Card 2	□ ○ □	15	42	26	72	1	13	5	63
Card 3	△ ○ ○	22	61	27	75	2	25	5	63
Card 4	○ △ △	20	56	28	78	1	13	4	50
Card 5	□ △ □	19	53	24	67	4	50	5	63
Card 6	◯ ○ ○	17	47	24	67	2	25	4	50
Card 7	▵ △ ▵	18	50	22	61	1	13	4	50
Card 8	□ ▫ □	14	39	21	58	1	13	4	50
Card 9	R R G	17	47	25	69	2	25	2	25
Card 10	B Y B	16	44	24	67	1	13	5	63
8. Show S the same series of cards above. Ask "Which one is not like the others? Point to the one that is not like the others."									
Card 1	○ ○ □	19	53	19	53	1	13	5	63
Card 2	□ ○ □	16	44	18	50	4	50	5	63
Card 3	△ ○ ○	16	44	20	56	2	25	4	50
Card 4	○ △ △	12	33	17	47	4	50	4	50
Card 5	□ △ □	17	45	19	53	1	13	4	50
Card 6	◯ ○ ○	15	42	22	61	2	25	3	38
Card 7	▵ △ ▵	17	47	22	61	1	13	3	38
Card 8	□ ▫ □	17	47	18	50	2	25	4	50
Card 9	R R G	16	44	22	61	2	25	5	63
Card 10	B Y B	12	33	19	53	2	25	4	50

TABLE 01.11 (cont'd)

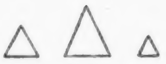
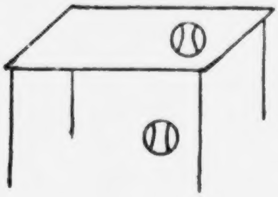
	4-year-old group				3-year-old group			
	Pre		Post		Pre		Post	
	#	%	#	%	#	%	#	%
9. Show S a card with colors on it. Point to color and ask "What is the name of this color?"								
(a) red	20	56	23	64	2	25	4	50
(b) yellow	18	50	17	47	3	38	1	13
(c) blue	16	44	18	50	3	38	3	38
(d) green	15	42	21	58	3	38	3	38
(e) black	21	58	21	58	3	38	4	50
(f) brown	15	42	18	50	2	25	1	13
(g) orange	17	47	23	64	2	25	2	25
(h) purple	14	39	16	44	1	13	2	25
10. Show S a penny and a dime. Ask "Which one will buy more candy?"	11	31	26	72	3	38	4	50
"What is the name of this coin?"	7	19	18	50	1	13	2	25
11. Show S the card: 								
Ask "Which one is big? Point to the one that is biggest."	32	89	31	86	5	63	5	63
"Which one is little? Point to the one that is littlest."	29	81	31	86	6	75	6	75
12. Hold up your hand with varying numbers of fingers outstretched. Ask S "How many fingers do I have up?"								
(a) one finger	30	83	33	92	-	-	3	38
(b) three fingers	17	47	28	78	2	25	2	25
(c) two fingers	18	50	21	58	2	25	3	38
(d) four fingers	13	36	21	58	-	-	1	13

TABLE 01.11 (cont'd)

	4-year-old group				3-year-old group			
	Pre		Post		Pre		Post	
	#	%	#	%	#	%	#	%
13. Show S a card with a drawing of a table and balls. Ask "Which ball is on the table? Point to it."	33	92	32	89	5	63	7	88
"Which ball is under the table? Point to it."	32	89	32	89	5	63	6	75



	4-year-old group				3-year-old group			
	Pre		Post		Pre		Post	
	#	%	#	%	#	%	#	%
14. Show S a card with a drawing of a box and balls. Ask "Which ball is in the box? Point to it."	33	92	34	94	5	63	7	88
"Which ball is out of the box? Point to it."	30	83	33	92	3	38	6	75

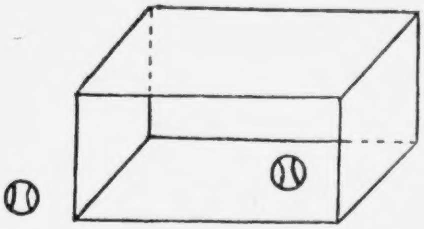


TABLE 01.11 (cont'd)

		4-year-old group				3-year-old group			
		Pre		Post		Pre		Post	
		#	%	#	%	#	%	#	%
1.	Child is toilet trained.	34	94	28	78	6	75	8	100
2.	Child knows where the restroom is.	23	64	29	81	7	88	8	100
3.	Child demonstrates proper use of eating utensils. (OMIT FOR SUMMER PROGRAM.) (a) fork (b) spoon (c) knife								
4.	Child pays attention when directly spoken to.	29	81	29	81	4	50	6	75
5.	Child pays attention when the group he is in is spoken to.	25	69	23	64	5	63	6	75
6.	Child knows and uses names of the adults in the classroom.	10	28	24	67	2	25	4	50
7.	Child speaks freely to peers and adults in the school setting.	21	58	24	67	2	25	4	50
8.	Child narrates own experiences spontaneously to the teacher or group.	17	47	21	58	4	50	4	50
9.	Child displays interest while listening to stories read or told by teacher or aide.	26	72	26	72	5	63	6	75
10.	Child listens and responds to music.	17	47	29	81	4	50	6	75
11.	Child remembers and can sing simple songs.	6	17	20	56	1	13	5	63
12.	Child can identify simple songs when just the melody is played.	1	3	1	3	1	13	1	13
13.	Child can say many rhymes and poems by memory.	-	-	14	39	-	-	-	-
14.	Child participates in dramatic play spontaneously.	19	53	23	64	-	-	3	38
15.	Child speaks in sentences rather than fragments.	23	64	24	67	3	38	4	50

TABLE 01.11 (cont'd)

	4-year-old group				3-year-old group			
	Pre		Post		Pre		Post	
	#	%	#	%	#	%	#	%
16. Child can express ideas in sequence.	15	42	19	53	2	25	4	50
17. Child pronounces most common words properly (such as 'that,' 'they,' 'there,' 'this,' 'those,' 'does.')	19	53	24	67	4	50	4	50
18. Child identifies common sounds:								
(a) clapping	20	56	19	53	-	-	1	13
(b) bell	20	56	19	53	-	-	1	13
(c) horn of car	15	42	17	47	-	-	1	13
(d) ticking of a clock	17	47	19	53	-	-	1	13
(e) people's voices	21	58	17	47	-	-	1	13
(f) bark of dog	21	58	17	47	-	-	1	13
(g) meow of cat	20	56	17	47	-	-	1	13
19. Child likes to draw and paint.	32	89	31	86	6	75	6	75
20. Child likes to sing and dance.	20	56	26	72	2	25	5	63
21. During free play child will most often:								
(a) play with a group	21	58	23	64	-	-	1	13
(b) play by himself	19	53	10	28	2	25	3	38
(c) not play	-	-	-	-	-	-	-	-
22. Child is aware of certain relationships, including:								
(a) up - down	23	64	26	72	3	38	4	50
(b) in - out	25	69	27	75	3	38	4	50
(c) on - under	24	67	25	69	3	38	4	50
(d) big - little	17	47	26	72	3	38	4	50
(e) same - different	17	47	16	44	2	25	4	50
(f) biggest - littlest	17	47	20	56	3	38	4	50
(g) alike - not alike	13	36	15	42	3	38	4	50
23. Child uses descriptive adjectives.	10	28	16	44	1	13	1	13
24. Child knows the numbers 1 to 5.	12	33	17	47	1	13	1	13
25. Child recognizes and names objects in the classroom.	28	78	28	78	5	63	5	63

On the posttest all of the three-year-old children could say and respond to their first name (item 1). The teachers remarked that many children had moved during the summer and on the posttest gave their old addresses which were scored incorrect (item 2). The discrepancy in Part I, item 4 is inexplicable.

It appears that the three-year-old children gained in most areas except for color recognition; for both groups "purple" was the color least known and, then, "brown;" few boys recognized the color "orange." "Red" was the color most recognized (item 9).

"Chalk" was the object least recognized by both groups; most children called it a "crayon" or "color;" scissors were called "to cut with."

In Part II, item 21, there appeared to be some improvement of children being able to play in a group at the four-year-old level.

On the surface it would appear that the WESI inventory is suitable to use with three-year-old children; however, it should be noted that two variables probably account for the gain or improvement by the three-year-old children: (1) the exemplary teachers they had who were trained and experienced in Early Childhood Development and (2) the extraordinary training the parents of the three-year-old children received in the paid parent meetings they were required to attend in order for their children to be allowed to remain in the program. It appears that the parents tried the suggestions presented on how to help their children at home, the materials supplied were beneficial, and the parents felt better about themselves, too; hence, their children liked school and progressed more rapidly. (This last paragraph is an opinion.)

The most important ingredient of the Early Start summer program was the capable staff; the teachers and support personnel along with the guidance afforded by the Director provided six weeks of success for 203 four-year-old and three-year-old children in a comfortable relaxed atmosphere; each child was considered an important, magnificant human being.

Language experiences were evident and abundant in all the classrooms.

It appears that Objectives 1, 2, and 3 were met to some degree; Table 01.11 shows the correct responses and percents made by the random sampling of children on Part I of the WESI* and the positive responses indicated by the teachers on Part II of the WESI. Tables 01.12 and 01.13 attempt to show by a bar graph the improvement of self-image from the first week and the last week (six-week period) of three-year-old children and four-year-old children respectively in the Early Start summer program.

In Table 01.11 Part I, items 1, 2, 3, 4, 5, Part II, items 7, 8, 14, 19, 20, and 21 denote improvement in the development of a more positive self-concept; the correct responses on the WESI which denote improvement in oral vocabulary and verbal skills were: Part 1, items 1 - 14 and Part II, items 11, 12, 13, 15, 17, 18, 22, 23, 24, and 25.

This summer background of experience should enable these children to better cope with school situations more successfully in the regular school year.

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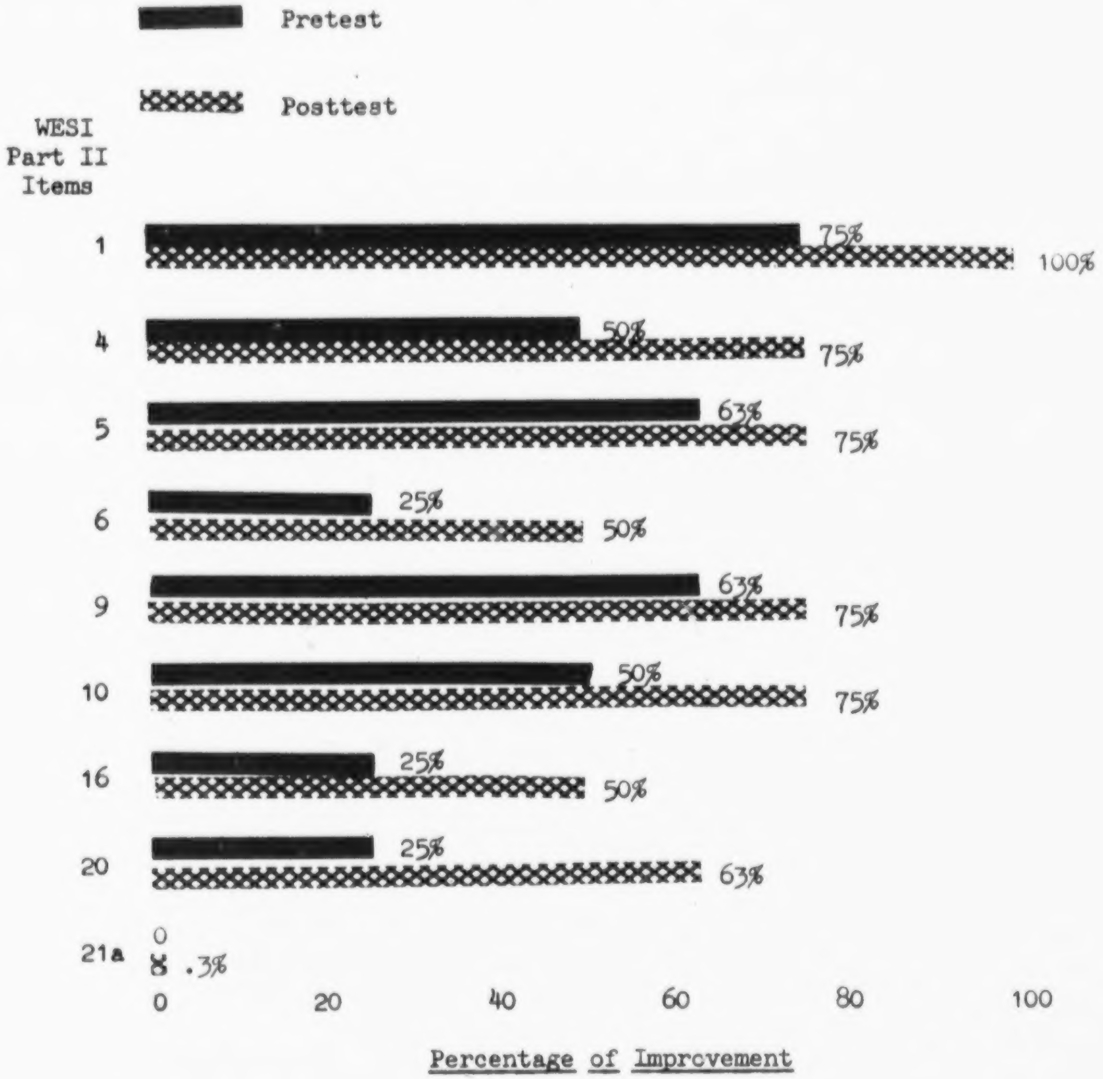
*See Appendix

TABLE 01.12

A BAR GRAPH OF THE COMPARISON OF THE PERCENTS OF POSITIVE RESPONSES BY TEACHERS ON THE WESI* TO DENOTE IMPROVEMENT IN A MORE POSITIVE SELF-IMAGE BY A STRATIFIED RANDOM SAMPLING OF THREE-YEAR-OLD CHILDREN ENROLLED IN THE TITLE I EARLY START SUMMER PROGRAM, 1972, FROM DATA IN TABLE 01.11

Number of three-year-old children = 8

Time interval = six weeks



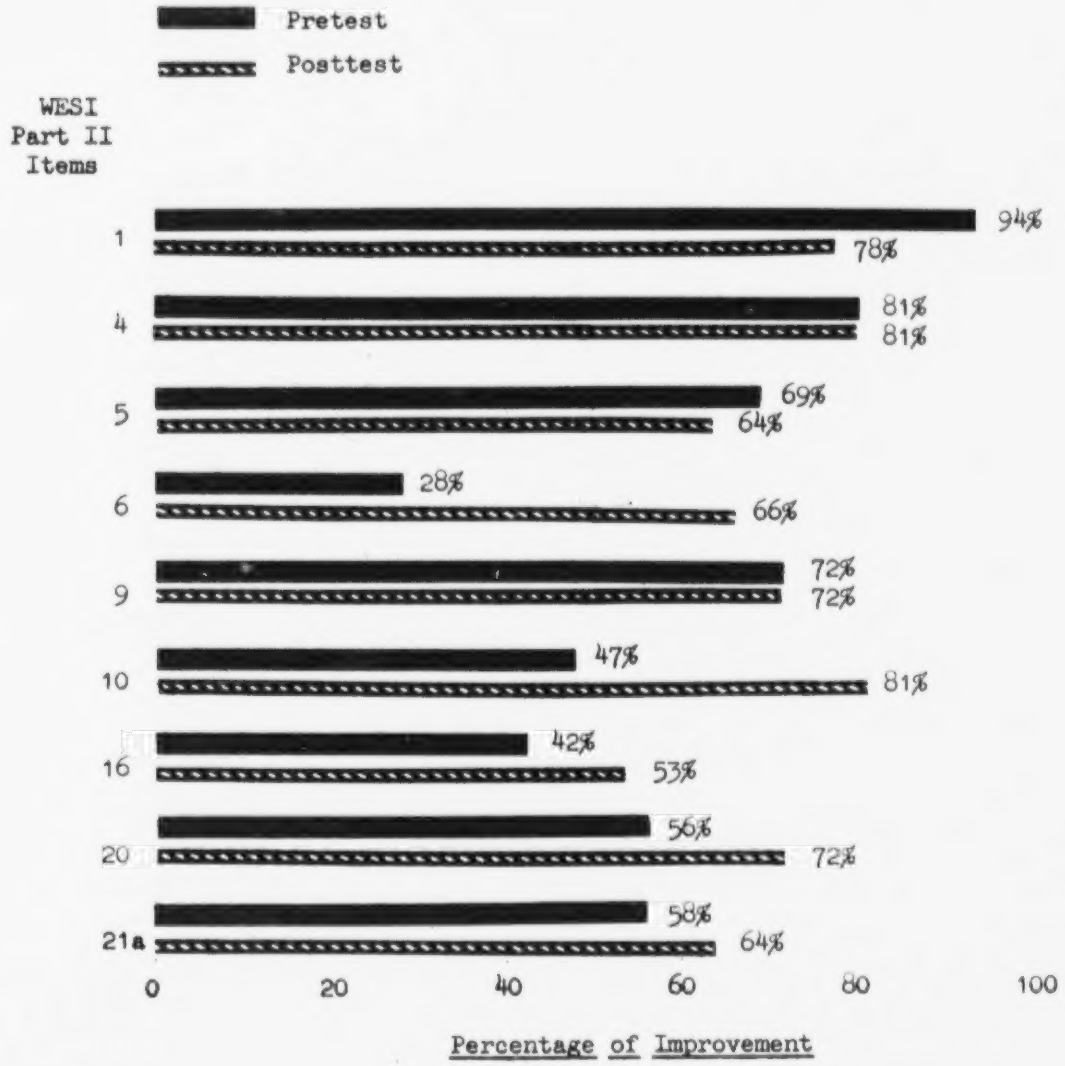
*See Appendix

TABLE 01.13

A BAR GRAPH OF THE COMPARISON OF THE PERCENTS OF POSITIVE RESPONSES BY TEACHERS ON THE WESI TO DENOTE IMPROVEMENT IN A MORE POSITIVE SELF-IMAGE BY A STRATIFIED RANDOM SAMPLING OF FOUR-YEAR-OLD CHILDREN ENROLLED IN THE TITLE I EARLY START SUMMER PROGRAM FROM DATA IN TABLE 01.11

Number of four-year-old children = 36

Time interval = six weeks



SS 01.31

RECOMMENDATIONS

The results indicate that the program has accomplished satisfactorily to some degree the objectives which were intended.

The following recommendations are made:

- continue and expand the program in neighborhood schools for the benefit of all eligible children; and
- refine the pupil inventory used for collection of data.

APPENDIX SS 01

SS 01-A1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

TO: Teachers of Early Start Summer, 1972

FROM: Phyllis Curtis, Summer Evaluation Assistant

SUBJECT: Wichita Early Start Inventory, 1972

The Wichita Early Start Inventory data are needed as part of the summer evaluation of the Early Start Program. The inventory is self-explanatory. Individual cards for items 7, 8, 9, 11, 13 and 14 are provided for you to use with the inventory. Each teacher will need to have ready (1) one dime and (1) one penny for item 10.

It is planned that the interview be given to a random sample of Early Start children during the first week of the summer program and again during the last week. The interview should be conducted by the same person in both instances.

A Random Number Table is attached to this sheet. The following procedure is suggested:

1) List the pupils' names in alphabetical order.
2) Number the names.
3) Select names from the numbers listed on the Random Number Table for Early Start. (Example: If you have a class of 15 pupils 5, 8, 9, 10 and 11; thus, a total of five (5) pupils would take the inventory.)
4) On the inventory write:
    a) name of the pupil,
    b) date inventory is given,
    c) sex,
    d) race,
    e) teacher's name who is interviewing the pupil, and
    f) days attended and days absent on the posttest inventory.
5) Make one check mark for each item in the appropriate column--correct, don't know, or no response.

The inventory should be given the week of June 12, 1972, and a post-inventory the week of July 17, 1972.

Return inventory administered the week of June 12, 1972 to Phyllis Curtis, Research and Evaluation Services Division, Educational Services Building, by June 20, 1972.

If you have any suggestions or questions, please do not hesitate to call us at 268-7883. Thank you for your cooperation.

SS 01-A2

EARLY START CLASSES FOR SUMMER PROGRAM, 1972

RANDOM NUMBER TABLE FOR SELECTION OF SAMPLE GROUPS

If class size is	9	10	11	12	13	14	15	16	17	18	19	20
These pupils are in random sample*	1	2	1	6	1	1	5	2	5	1	9	2
	3	5	4	7	7	8	8	4	8	3	10	6
	5	7	5	11	12	10	10	5	10	14	11	10
	6	8	9	12	13	11	11	15	16	18	14	20

*Note: Arrange class in alphabetical order, number the pupils 1 to n, then select pupils whose numbers appear under class size.

SS 01-B1

EARLY START PROGRAM EVALUATION

This instrument is designed in two parts. Part I is the controlled interview* situation with a 4 year old child who is a participant in the Early Start summer program. It is planned that the interview be conducted with a random sample of Early Start children during the first week of the summer program and again during the last week. The interview should be conducted by the same person in both instances.

Part II is the Teacher Evaluation portion of the instrument designed to solicit your judgement based on observations of the child. This should also be completed during the first and last weeks of the summer program for each child selected for the interview.

NOTE: It is important that the interviewer establish rapport with the child before starting the interview. The child may be told, "I would like you to play some games with me. I will also ask you some questions as we go along. You tell me the answers. I will be making some marks on my paper to help me remember what you have said."

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*Cards in a packet were provided for each teacher for items 7, 8, 9, 11, 13, and 14 for the Wichita Early Start Inventory.

SS 01-B2

WICHITA EARLY START INVENTORY

(WESI)

Name of pupil ______________________________ Date ______________

Sex ____________________ Days attended ___________________

Race ____________________ Days absent _____________________

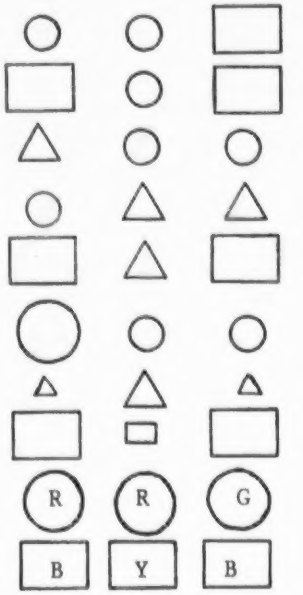
Teacher __________________________

PART I INTERVIEW		Correct Response	Don't Know	No Response
1. *What is your name?*	Q1			
(The desired response would be his first [or name he goes by] and last name.)				
If he gives only his first name, ask "*What is your last name?*"	Q2			
If he gives a nickname, ask "*What is your other name?*"	Q3			
What is your mother's name?	Q4			
Record response ______________				
What is your father's name?	Q5			
Record response ______________				
2. *Where do you live?*	Q1			
(The desired response would be the street address.)				
If he says "In a house," ask "*Where is the house?*"	Q2			
If he gives only the street name, ask "*What is the house number?*"	Q3			

SS 01-B3

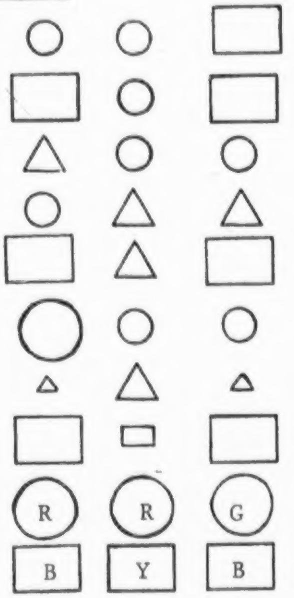
		Correct Response	Don't Know	No Response
3. How old are you?	Q1			
(The desired response is his age in years.)				
If he holds up fingers, ask "How many is that?"	Q2			
4. How many brothers do you have?	Q1			
Record response ____________				
How many sisters do you have?	Q2			
Record response ____________				
5. Are you a boy or a girl?	Q1			
6. Show or point to some common objects which are found in the classroom. Ask "What is this?"	Q1			
(If incorrect, write the name he said in the blank.)				
____________ pencil	Q1			
____________ crayon	Q2			
____________ book	Q3			
____________ piece of paper	Q4			
____________ chair	Q5			
____________ table	Q6			
____________ scissors	Q7			
____________ door	Q8			
____________ wastebasket (or trash can)	Q9			
____________ chalk	Q10			
____________ clock	Q11			

7. Show S a series of cards with different shapes on them. Ask "Which ones are alike?" "Point to the ones that are alike."

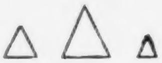


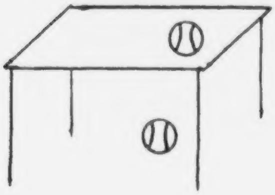
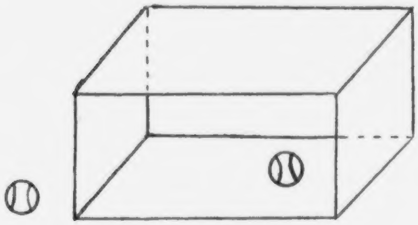
		Correct Response	Don't Know	No Response
Card 1	Q1			
Card 2	Q2			
Card 3	Q3			
Card 4	Q4			
Card 5	Q5			
Card 6	Q6			
Card 7	Q7			
Card 8	Q8			
Card 9	Q9			
Card 10	Q10			

8. Show S the same series of cards above. Ask "Which one is not like the others?" "Point to the one that is not like the others."



		Correct Response	Don't Know	No Response
Card 1	Q1			
Card 2	Q2			
Card 3	Q3			
Card 4	Q4			
Card 5	Q5			
Card 6	Q6			
Card 7	Q7			
Card 8	Q8			
Card 9	Q9			
Card 10	Q10			

		Correct Response	Don't Know	No Response
9. Show S a card with colors on it. Point to color and ask "What is the name of this color?"				
(a) red	Q1			
(b) yellow	Q2			
(c) blue	Q3			
(d) green	Q4			
(e) black	Q5			
(f) brown	Q6			
(g) orange	Q7			
(h) purple	Q8			
10. Show S a penny and a dime. Ask "Which one will buy more candy?"	Q1			
"What is the name of this coin?"	Q2			
11. Show S the card. 				
Ask "Which one is big? Point to the one that is biggest."	Q1			
"Which one is little? Point to the one that is littlest."	Q2			
12. Hold up your hand with varying numbers of fingers outstretched. Ask S "How many fingers do I have up?"				
(a) one finger	Q1			
(b) three fingers	Q2			
(c) two fingers	Q3			
(d) four fingers	Q4			

		Correct Response	Don't Know	No Response
13.	Show S a card with a drawing of a table and balls. Ask "Which ball is on the table? Point to it."			
	Q1			
	"Which ball is under the table? Point to it."			
	Q2			
				
14.	Show S a card with a drawing of a box and balls. Ask "Which ball is in the box? Point to it."			
	Q1			
	"Which ball is out of the box? Point to it."			
	Q2			
				

SS 01-B7

PART II TEACHER EVALUATION

This part of the instrument concerns observations you have made about the child in regard to listed traits or developments.

	Yes	No	Not Observed
1. Child is toilet trained.			
2. Child knows where the rest room is.			
3. Child demonstrates proper use of eating utensils. (OMIT FOR SUMMER PROGRAM) (a) fork (b) spoon (c) knife			
4. Child pays attention when directly spoken to.			
5. Child pays attention when the group he is in is spoken to.			
6. Child knows and uses names of the adults in the classroom.			
7. Child speaks freely to peers and adults in the school setting.			
8. Child narrates own experiences spontaneously to the teacher or group.			
9. Child displays interest while listening to stories read or told by teacher or aide.			
10. Child listens and responds to music.			
11. Child remembers and can sing simple songs.			
12. Child can identify simple songs when just the melody is played.			
13. Child can say many rhymes and poems by memory.			

	Yes	No	Not Observed
14. Child participates in dramatic play spontaneously.			
15. Child speaks in sentences rather than fragments.			
16. Child can express ideas in sequence.			
17. Child pronounces most common words properly (such as "that," "they," "there," "this," "those," "does.")			
18. Child identifies common sounds.			
(a) clapping			
(b) bell			
(c) horn of car			
(d) ticking of a clock			
(e) peoples' voices			
(f) bark of dog			
(g) meow of cat			
19. Child likes to draw and paint.			
20. Child likes to sing and dance.			
21. During free play child will most often:			
(a) play with a group			
(b) play by himself			
(c) not play			
22. Child is aware of certain relationships including:			
(a) up - down			
(b) in - out			
(c) on - under			
(d) big - little			
(e) same - different			
(f) biggest - littlest			
(g) alike - not alike			
23. Child uses descriptive adjectives.			
24. Child knows the numbers 1 to 5.			
25. Child recognizes and names objects in the classroom.			

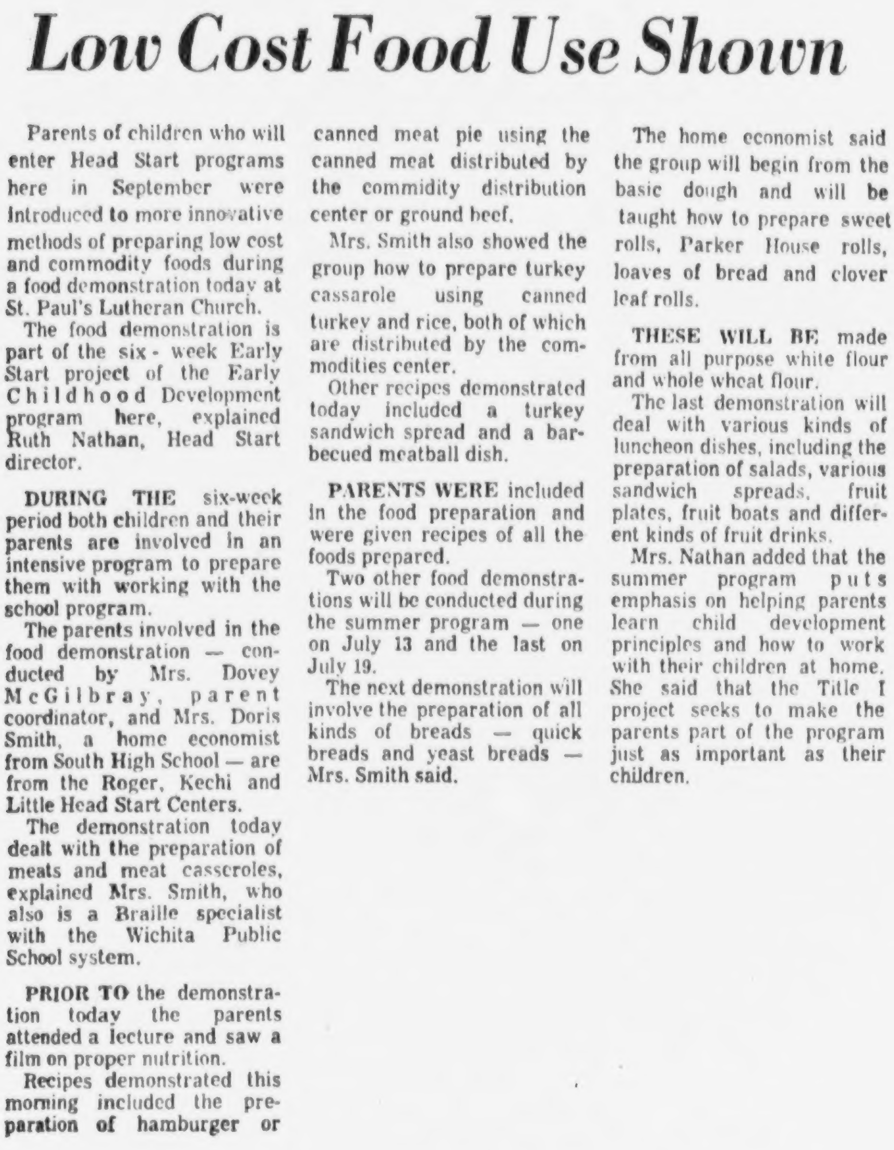
SS 01-C1

EARLY START SUMMER CALENDAR, 1972

June 1	-Social Service Staffing at Little Early Childhood Center 1:00
June 5	-Enrollment Committee Meeting Little Center 10:00 A.M.
June 9	-Staff Orientation at Little Center 8:30 A.M. (all day)
June 12	-Early Start Classes Begin
June 13	-Orientation Day for Parents of the Three-Year Old Program at Little Center. Get Acquainted with Staff. Film: "Head Start Confidence."
June 14	-Staffings at Rogers Center 8:00-9:00 A.M. -Staffings at Little Center 12:30-1:30 P.M. -Cancer Clinic at 21st and Minnesota
June 15	-Staffings at Kechi Center 8:00-9:00 and 11:30 A.M.
June 16	-State Head Start Directors Meeting at Kechi Center 11:00-2:00
June 19	-Workshop in Early Childhood Education through June 23rd at W.S.U.
June 20	-Little Center Parent Open House
June 21	-Field Trip to McConnell Pool for Little Center Early Start Classes -Rogers Center Parent Open House -Little Center Three-Year-Old Program Parent Meeting on the "Program of Cirriculum" with the Teachers of these Children
June 22	-Kechi Center Parent Open House
June 27	-Early Start Parent Meeting on "Nutrition" by Doris Smith. Luncheon Served to Parents. Film: "Jenny is a Good Thing."
June 28	-Field Trip to McConnell Pool for Kechi and Rogers Centers
June 29	-Staffings at Rogers Center
July 4	-No School

July 5	-Staffings at Little Center -Parent Meeting for Parents involved in the Three-Year-Old Program. The staff counselor led the discussion on "Discipline"
July 6	-Staffings at Kechi Center
July 10	-Parent Committee Meeting at Little Center -4 C Council Meeting
July 11	-Kechi Center Field Trip to the zoo 9:15 -Parent Meeting for Parents involved in the Three-Year-Old Program. The staff nurse led the discussion on "Health". Film: "Children's Illness".
July 12	-Rogers Center Field Trip to the zoo 9:15
July 13	-Little Center Field Trip to the zoo 9:15
July 18	-Staffings at Little Center
July 19	-Staffings at Rogers Center -Little Center Three-Year-Old Program Field Trip to the zoo
July 20	-Staffings at Kechi Center -Parent Meeting at Little Center
July 21	-Last Day of Early Start Classes

An article in the local newspaper informed the community of the program's activities, as follows:



Low Cost Food Use Shown

Parents of children who will enter Head Start programs here in September were introduced to more innovative methods of preparing low cost and commodity foods during a food demonstration today at St. Paul's Lutheran Church.

The food demonstration is part of the six-week Early Start project of the Early Childhood Development program here, explained Ruth Nathan, Head Start director.

DURING THE six-week period both children and their parents are involved in an intensive program to prepare them with working with the school program.

The parents involved in the food demonstration — conducted by Mrs. Dovey McGilbray, parent coordinator, and Mrs. Doris Smith, a home economist from South High School — are from the Roger, Kechi and Little Head Start Centers.

The demonstration today dealt with the preparation of meats and meat casseroles, explained Mrs. Smith, who also is a Braille specialist with the Wichita Public School system.

PRIOR TO the demonstration today the parents attended a lecture and saw a film on proper nutrition.

Recipes demonstrated this morning included the preparation of hamburger or canned meat pie using the canned meat distributed by the commidity distribution center or ground beef.

Mrs. Smith also showed the group how to prepare turkey cassarole using canned turkey and rice, both of which are distributed by the commodities center.

Other recipes demonstrated today included a turkey sandwich spread and a barbecued meatball dish.

PARENTS WERE included in the food preparation and were given recipes of all the foods prepared.

Two other food demonstrations will be conducted during the summer program — one on July 13 and the last on July 19.

The next demonstration will involve the preparation of all kinds of breads — quick breads and yeast breads — Mrs. Smith said.

The home economist said the group will begin from the basic dough and will be taught how to prepare sweet rolls, Parker House rolls, loaves of bread and clover leaf rolls.

THESE WILL BE made from all purpose white flour and whole wheat flour.

The last demonstration will deal with various kinds of luncheon dishes, including the preparation of salads, various sandwich spreads, fruit plates, fruit boats and different kinds of fruit drinks.

Mrs. Nathan added that the summer program puts emphasis on helping parents learn child development principles and how to work with their children at home. She said that the Title I project seeks to make the parents part of the program just as important as their children.

MY RIGHTS

As A Head Start Parent

1. To take part in major policy decisions affecting the planning and the operation of the program.

2. To help develop adult programs which will improve daily living for me and my family.

3. To be welcomed in the classroom.

4. To choose whether or not I participate without fear of endangering my child's right to be in the program.

5. To be informed regularly about my child's progress in Head Start.

6. To be always treated with respect and dignity.

7. To expect guidance for my child from Head Start teachers and staff, which will help his total individual development.

To be able to learn about the operation of the program, including the budget and the level of education and experience required to fill various staff positions.

To take part in planning and carrying out programs designed to increase my skill in areas of possible employment.

To be informed about all community resources concerned with health, education and the improvement of family life.

MY RESPONSIBILITIES

As A Head Start Parent

1. To learn as much as possible about the program and to take part in major policy decisions.

2. To accept Head Start as an opportunity through which I can improve my life and my children's lives.

3. To take part in the classroom as an observer, a volunteer worker or a paid employee, and to contribute my services in whatever way I can toward enrichment of the total program.

4. To provide parent leadership by taking part in elections, to explain the program to other parents and encourage their full participation.

5. To welcome teachers and staff into my home to discuss ways in which parents can help their children's development at home in relation to school experience.

6. To work with the teacher, staff and other parents in a cooperative way.

To guide my children with firmness, which is both loving and protective.

To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it.

To take advantage of programs designed to increase my knowledge about child development and my skills in areas of possible employment.

To become involved in community programs which help to improve health, education and recreation for all.

SS 01-F1

LITTLE EARLY CHILDHOOD CENTER

1613 N. Piatt

Wichita, Kansas

June 26, 1972

Dear Parents,

You will be the "Key Guest" at a food demonstration the Early Start Home Economist, Mrs. Doris Smith, has planned for our next meeting.

Date: Tuesday, June 27, 1972

Time: 9:00 a.m. - 11:30 a.m.

Place: Little Early Childhood Center, 1613 N. Piatt

She will demonstrate the techniques and skills in preparing and serving foods. This is one event that you can't afford to miss! Color films on foods and young children will also be shown.

Fathers are important in our program too, so Fathers, please come and help! You will not be alone; there is no better way to help build confidence in you child than to let him see that you are interested in his school. You are welcome to ride the bus with your three year old child, but the bus company cannot transport younger children on the school bus. If you need to bring younger children along it will be necessary to arrange your own transportation. Please call the center if you need help with a ride (263-7963). Babysitting will be available if you must bring younger children.

Remember that Parent Participation is an important part of your child's experience, and a requirement of the Little Three Year Old Parent-Child Program.

See you at the meeting!

Sincerely,

(Mrs.) Zelma F. Burleigh,

Parent Education Coordinator

TITLE I ATTENDANCE SUMMARY SHEET FOR SUMMER SCHOOL, 1972

School ______________________ Teacher ______________________

Name of Pupil	Age		Sex	Race	Number of Days Present	Number of Days Absent	Non-public school **
	Yrs.	Mos.					
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							

*1=Caucasian, 2=Oriental, 3=Negro, 4=Spanish American, 5=American Indian
**Enrolled during regular school term in private, parochial, etc.

1. How many children attending one or more weeks did not finish the program? ______________

2. For each child who did not complete the program, indicate the reason for not completing the program.

____

____

____

SS 02.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
PRE KINDERGARTEN PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Phyllis L. Curtis, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

PRE KINDERGARTEN, 1971-72

SUMMARY

Pre Kindergarten was a six-week summer program organized in seven Title I schools for 104 five-year-old children living in the low economic target area of Greater Wichita ready to enter kindergarten in August, 1972 who had not had the opportunity to attend Head Start.

The program was designed to provide experiences directed toward increasing oral vocabulary and skills in oral communication. Activities were provided to create a positive attitude toward entering the school program.

The classroom procedures included: (1) an opportunity for free play with blocks, floor toys, playhouse and painting, (2) group time with activities for listening, talking, sharing and increasing sensory perception, (3) outdoor play on equipment and short walks, (4) simple songs and rhythms, (5) the use of a wide variety of art materials, (6) a snack each day with a variety of juices, crackers and fruits to provide tasting experiences with new foods, and (7) field trips away from the school setting to broaden the experiences of these young children. Seven classes met daily for two hours for six weeks.

The goals of the program were that each child should be able to: (1) say and respond to his first and last name, (2) name and touch the major parts of his body, (3) follow simple directions, (4) enjoy simple songs, poems, stories, (5) play with small groups of children, and (6) participate in group activities. To a great extent, the goals were met.

The total staff consisted of one coordinator, seven teachers and seven instructional aides; an instructional aide was provided for each class to insure more individual adult/child contact. The adult-pupil ratio was 1:7.42. The staff and classes were integrated.

A two-day inservice training program was conducted by the Pre Kindergarten Coordinator for the teachers and instructional aides under the direction of the Coordinator of Primary Education. New materials and activities to be used in classes were demonstrated. Participants in the training sessions received a stipend for two days.

Bus transportation was provided for one field trip per class; bus transportation was provided for Title I children from closed target area schools to other Title I attendance centers or extended service schools.

It has been recommended that the program be established next year with emphasis on two components: (1) to expand the program for the benefit of more children and (2) design a parent involvement component to be specifically included in the program.

ACTIVITY CONTEXT

Wichita has completed its seventh year of participation in PL 89-10, ESEA, Title I.

Prior to the beginning of summer school, 1968, school administrators and teachers felt there was a need to provide a continuation of Title I activities through the summer session. A project application for funding of the summer school was filed and subsequently approved.

Many pre-school children who are eligible for Head Start are not able to enter because of space limitations. When Title I funds became available in 1970, the coordinator of primary education prepared a proposal for the Pre Kindergarten summer program; this is the third year the program has been funded.

The Title I Pre Kindergarten summer program was designed for pupils living in the low income target areas of Greater Wichita ready to enter kindergarten in August, 1972, who had not had previous Head Start experiences. Smaller classes with an informal environment were organized. A process-oriented curriculum approach was emphasized.

PROGRAM DESCRIPTION

Scope

The purpose of the Pre Kindergarten six weeks program was to provide experiences directed toward increasing oral vocabulary skills in oral communication for children living in the low income Title I target areas ready to enter kindergarten in August, 1972, who have not had the experience of Head Start. Activities were provided to create a positive attitude toward entering the school program.

Following the summer school experience, the Pre Kindergarten objectives aimed that each child should be able to:

(1) say and respond to his first and last name;
(2) name and touch the major parts of his body;
(3) follow simple directions;
(4) enjoy simple songs, poems and stories;
(5) play with small groups of children, and
(6) participate in group activities.

Personnel

The Title I Pre Kindergarten summer program employed seven teachers, seven instructional aides, and a program coordinator. All classroom teachers were duly certificated by the state of Kansas. Four (57%) of the teachers had taught Pre Kindergarten last summer; six (86%) of the instructional aides had had previous experience as an instructional aide.

All teachers selected for the Title I Pre Kindergarten classes were female. Seventy-one percent (5) were Caucasian, fourteen percent (1) were Negro, and fourteen percent (1) were Mexican American.

Seven teachers were assigned to seven Title I target area schools. The Pre Kindergarten classes met in regualr classrooms of the Wichita Public Schools. The geographic location of each of the seven school attendance centers is shown in Table 02.1.

The instructional aides were selected from the same population as the children as they more fully understood the life conditions of the children. Follow Through instructional aides were given first priority for the summer jobs. Seventy-one percent of the instructional aides (5) were Negro; and twenty-nine percent (2) were Caucasian. The range of education attained by the instructional aides was from a junior in high school to three years of college.

Each teacher was assigned an instructional aide. The teacher was responsible for the supervision of the aide. Three hours of the inservice session were scheduled for the teacher, instructional aide, and coordinator to meet and discuss the following topics: (1) daily routine, (2) needs of the children, (3) use of classroom materials, and (4) other areas in which discussion was needed. A wide array of tasks were performed by the instructional aides. If it was necessary for the aide to be absent, no substitutes for aides were available.

All instructional personnel were employed for two hours per day (9:00-11:00 A.M.), five days a week, for a six-week period.

The coordinator was employed for four hours per day, five days a week for a six-week period. The duties of the coordinator consisted of the following: (1) plan suggested program activities, (2) plan and conduct two full days of inservice training for above said personnel, (3) select, purchase and distribute materials to teachers, (4) schedule busses for field trips, and (5) assist teachers with any problems as they arose.

An area principal provided administrative guidance for the summer program. He was employed for four hours per day, five days a week, for a six-week period.

The services of a social worker and school librarian were provided for each school during the summer session by U.S.D. #259.

All personnel served for the six-week summer session with very infrequent absences. Duly certificated substitutes were employed whenever a situation occurred that the teacher had to be absent.

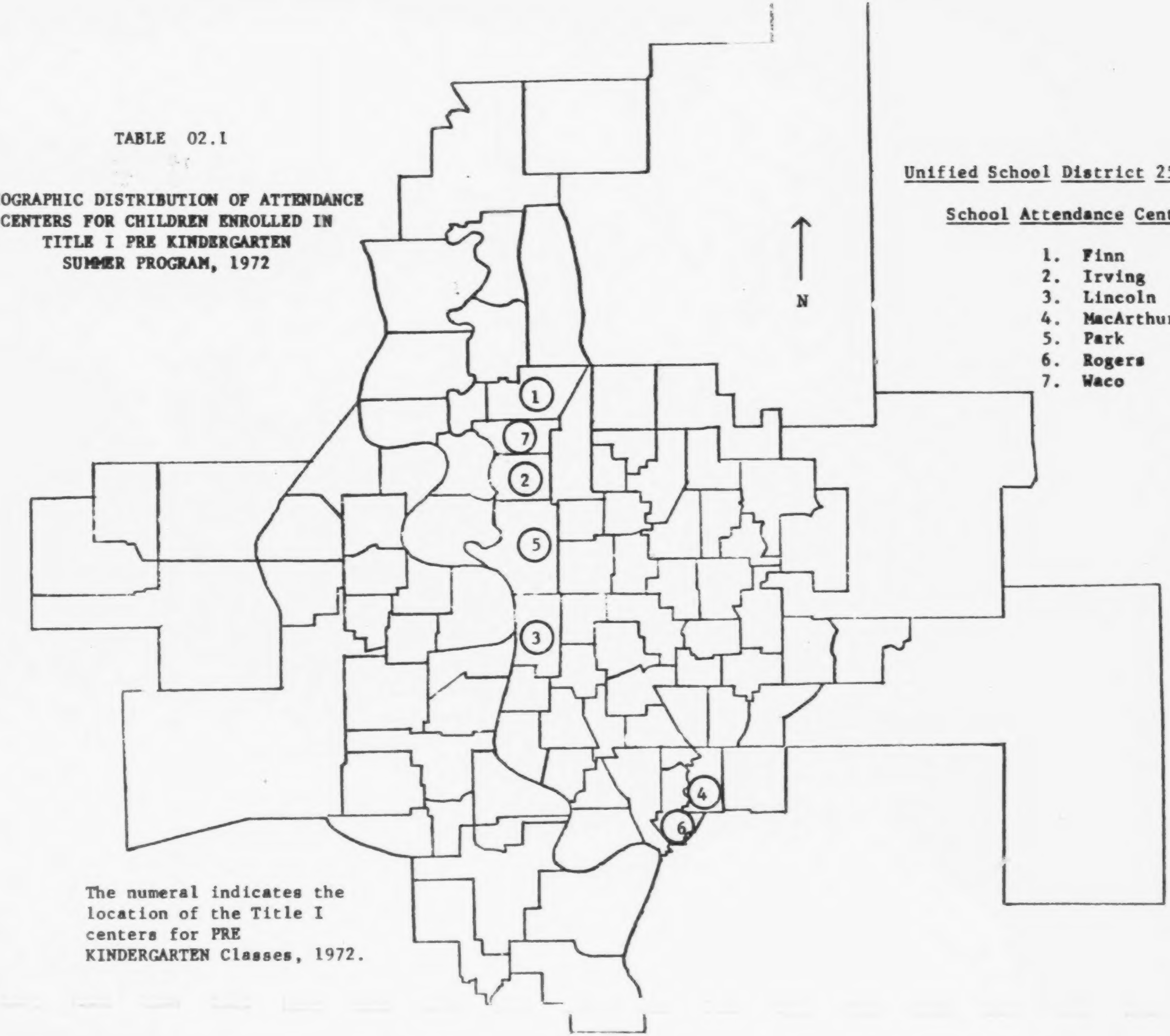
Procedures

This report covers the six-week summer session. Seven classes were organized in seven Title I target area schools in Greater Wichita for two hours a day (9:00-11:00 A.M.), five days a week, for a six-week period. One hundred four children were selected and enrolled by the building principals from enrollment forms signed by the parents of said children.

Daily bus transportation was provided for Title I children from closed target area schools to other Title I attendance centers or extended service schools.

TABLE 02.1

GEOGRAPHIC DISTRIBUTION OF ATTENDANCE
CENTERS FOR CHILDREN ENROLLED IN
TITLE I PRE KINDERGARTEN
SUMMER PROGRAM, 1972



Unified School District 259

School Attendance Center

1. Finn
2. Irving
3. Lincoln
4. MacArthur
5. Park
6. Rogers
7. Waco

The numeral indicates the
location of the Title I
centers for PRE
KINDERGARTEN Classes, 1972.

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Daily bus transportation was provided for Title I children from closed target area schools to other Title I attendance centers or extended service schools.

Two full days of inservice training sessions were conducted for the instructional personnel and the instructional teacher aides. The inservice training program was under the direction of the Coordinator of Primary Education and was conducted by the Coordinator of the Pre Kindergarten Program. The coordinator, teachers, and instructional aides were paid a stipend for each inservice session they attended.

Eighty-six percent (6) of the teachers attended two days of inservice orientation; fourteen percent (1) attended one day. Eighty-six (6) percent of the instructional aides attended two days of inservice meetings; fourteen percent (1) of the instructional aides attended no sessions.

The format of the first inservice orientation meeting was as follows:

(1) general announcements about the summer session were communicated to the group;
(2) a video tape, "Dramatic Play - An Integrative Process for Learning" was shown to help teachers who were not Early-Childhood-Center-orientated teachers to know what was expected at this age level;
(3) specific written objectives were given to the teachers;
(4) the daily routine was suggested;
(5) the value of educational field trips and how to schedule busses was discussed;
(6) the coordinator distributed a suggested book list (Appendix) and a list of finger plays; and
(7) distributed summer school supplies to the teacher.

The coordinator emphasized that dramatic play was the real core of free play as children were able to re-enact what they did at home and it was possible for them to express their feelings about the adult world freely and clearly without restraint. Dramatic play helped a child to learn about his environment and to interact spontaneously with his/her peers.

The adult responsibilities involved in "free play" of young children were:

1. Materials
    (a) Prepared before children arrived
    (b) Zoned areas
    (c) Varied activities
    (d) Rotated materials

2. Supervision
    (a) Choice - warm and supportive adult
    (b) Interaction
    (c) Individuality
    (d) Discovery

3. Evaluation

The second inservice orientation meeting included:

(1) art activities using a variety of media in which the teachers and instructional aides were the participants;
(2) two short video tapes, "Precious Years" and "Blocks, A Medium for Perceptual Learning";

(3) additional games and supplies were distributed, and
(4) an exchange of ideas among the teachers and instructional aides.

Three hours of the inservice training were scheduled for individual conferences between the teacher, instructional aide, and the coordinator at each of the seven attendance centers. Each center seemed to have its own unique problems. The teachers and instructional aides indicated on their evaluation questionnaires (Appendix 03-B and 03-C respectively) that they liked this individual conference and thought it was most beneficial. Some replied they would have liked to have had their individual conference during the first week of the summer session. These conferences were held after the children were dismissed for the day.

The program activities were divided into two categories: (1) work - play activity time which consisted of small group activities for 60 minutes, and (2) large group activities for 60 minutes. A suggested daily schedule was as follows:

I. Daily Schedule
  A. Work-play activity time - small group activities. This period should be approximately 60 minutes long.
    1. Art activities - children and teachers should be more interested in the process of the art activity--the thinking and the doing--than the final product. An art area that changes daily should keep children interested. Some art activities and materials that young children enjoy include:
      (a) Easel painting
      (b) Painting with tempera paint: gadget, straw, string, sponge, stick, vegetable printing, finger tip, spool roller, dab
      (c) Water Painting
      (d) Finger painting
      (e) Soap painting
      (f) Clay: modeling, making it with salt, flour and other ingredients
      (g) Chalk and buttermilk
      (h) Crayons and blank paper
      (i) Scissors and paper
      (j) Collage pictures: yarn, rock salt, egg cartons, scraps of cloth, felt, nylon net, paper, macaroni, toothpicks, straws, sawdust, etc.
      (k) 3-dimensional construction: cardboard boxes, pipe cleaners, pieces of wood

    2. Puzzles and manipulative materials
    Some new materials have been ordered.

    3. Blocks and floor toys

    4. Dramatic play - house keep area, etc.

5. Food activities
6. Other interest areas - library corner, music area, science area.

B. Large group activities (approximately 60 minutes duration)
1. Story and poetry activities
2. Snack time
3. Music activities

C. Outdoor time
1. Walks
2. Field trips
3. Water play

The teaching strategy was a process-orientated approach using interest centers and a variety of media to encourage and allow children (1) to explore, (2) discuss what they observed, (3) to ask questions, (4) to create and experiment with media, and (5) to develop a positive attitude toward the school program. Emphasis was directed toward increasing oral vocabulary and skills in oral communication and to develop a more positive self-concept. The adult-pupil ratio was one adult to 7.43 pupils per class.

The instructional aides were asked (questionnaire item 4) to describe the duties and activities they performed. A summary of their cogent statements consisted of the following:

(1) prepare paint and materials for the class each day,
(2) greet children when they arrive,
(3) listen to a child - just let him express himself to you,
(4) cook certain foods we used in our program,
(5) help set up games and work with children at a center,
(6) prepare and serve snacks of juice and cookies,
(7) read stories aloud to the children,
(8) help supervise the playground and observe what goes on,
(9) assist the teacher on field trips,
(10) helping with music,
(11) write the language of the children on tag board sentence strips and on their drawings, and
(12) help the children get ready to go home on the bus.

The classroom supplies most beneficial to teachers were:

(1) Educational learning games
    (a) puzzles - large body puzzle
    (b) color cubes and blocks of all sizes
    (c) cube design cards
    (d) Fit-A-Space
    (e) Playskool Play Tiles
    (f) Willy-in-the-Fruit
    (g) Candyland Game
    (h) Beads
    (i) Rig-a-Jig
    (j) Floraso
    (k) Bill Ding Balancing Clowns
(2) Art supplies
    (a) paints
    (b) clay
    (c) all kinds of art supplies.

TABLE 02.2

FREQUENCY OF PARENTAL CONTACTS OF TITLE I PRE KINDERGARTEN TEACHERS DURING THE SUMMER OF 1972

Number of teachers = 7

Number of classes = 7

	Number of parental contacts by teachers in the following categories:						
Teachers	At their home	At school	By note	By telephone	On field trips	Other	Total
A		6	16		4		26
B		9	9				18
C		1		3			4
D	1	14	2	2			19
E	2	7	15	2	4		30
F		5	16	10			31
G		25	16	5	5		51
Total	3	67	74	22	13		179
Percent of contacts	1.68	37.43	41.34	12.29	7.26		100.00

(3) Foods for tasting parties
    (a) experiments in tasting, smelling, feeling, comparing, and observing many different kinds of foods,
    (b) food demonstration in the classroom (some teachers made ice cream, stew, butter, popcorn, etc., and let the children participate in the food preparation.
(4) Records and record player
(5) Regular kindergarten equipment
(6) Library books.

Seventy-one percent (5) of the teachers replied (questionnaire item 7) that they were able to use the equipment in the assigned attendance center; 29 percent (2) gave a negative answer.

Field trips were an integral part of the summer program. Each class was allocated bus transportation for one field trip per class; the field trips were to be of educational value for the children. Field trips away

TABLE 02.3

FIELD TRIP EXCURSIONS BY PUPILS ENROLLED IN PRE KINDERGARTEN SUMMER CLASSES, 1972

Number of classes = 7

Location	Number of field trips	Transportation provided by: Jones	Other
A Hardware Store	1		1 (walked)
MacDonald's Hamburger Stand	2		2 (walked)
McConnell Army Air Force Base	2	2	
Meadow Gold Dairy Products	2	2	
New Zoo	2	2	
Park Picnic	1		1 (cars)
Pepsi Cola Company	2	2	
Riverside Park and Zoo	1	1	
Steffen's Dairy Foods	2	2	
Wichita Municipal Airport	2	2	
Woodland Park	1		1 (walked)
Totals	18	13	5

from the school site were bused as a means of increasing the child's experiences. Instructional aides accompanied the teachers on each field trip. The coordinator encouraged the teachers to have parents participate in the field trips, if possible. It was compulsory for each child to have a permit slip signed by his parents in order to be permitted to leave the school attendance center. Eighteen field trips, a mean of 2.6 field trips per class, were taken by the combined classes of Pre Kindergarten as shown in Table 02.3.

At the end of the summer session each pupil was presented a certificate of attendance in the Pre Kindergarten summer program. A copy of the "Elementary Summer School Report", dated July, 1972, which certified attendance in above said program is included in Appendix SS 02.

Budget

The Title I Pre Kindergarten summer program, 1972, was supplemented by the Elementary-Secondary Education Act, Title I, PL 89-10; the total amount budgeted for this six-week activity was $10,213.58. This included: (1) $4,665.00 for salaries and two full days of inservice training sessions for the following personnel: (a) one coordinator, (b) seven teachers, and (c) seven instructional aides; (2) $780.00 for teaching supplies;(3) $507.00 for crackers and juice; (4) $67.00 for travel expenses for the coordinator; (5) $182.00 for bus transportation for field trips, one per class; (6) $3,770.00 for bus transportation to and from school program; and (7) $242.58 for OASI. The per pupil cost was $98.21. This amount is only the additional cost of this program. It does not include building maintenance, major equipment items, etc., which are normally included in the regular school-year per pupil costs.

EVALUATION

The primary goal of the summer Pre Kindergarten program was to provide experiences directed toward increasing oral vocabulary and skills in oral communications for children ready to enter kindergarten in the Title I target areas who had not had the Head Start experience.

Specific objectives of the program included:

1. The child enrolled in the Pre Kindergarten program will demonstrate improvement in self-image and in more positive response toward school, as reflected by teacher responses on the Pre Kindergarten Checklist items 2, 3, 8, 14, and 22.

2. The child enrolled in the Pre Kindergarten program will demonstrate improvement in oral vocabulary and verbal communication skills as measured by teacher responses on the Pre Kindergarten Checklist items 5, 6, 9, 15, and 25.

3. The child enrolled in the Pre Kindergarten program will demonstrate improvement in the development of a positive self-concept as indicated by teacher responses on the Pre Kindergarten Checklist items 1,4,7,10,11,12,13,16, 17,18,19,20,21,23 and 24.

4. Following an introduction to school life and group living each child will be able to (a) say and respond to his first and last name, (b) name and touch the major parts of his body, (c) follow simple directions, and (d) play with small groups of other children as shown by evaluation checklist, items26,27,28,29,30,31,32.

The pupils selected to participate in the Pre Kindergarten program would be entering kindergarten in August, 1972; these children had not had the advantage of the Head Start Program; said children had to be five years old on or before September, 1972; a birth certificate was required.

One hundred four pupils participated in the six-week program. The mean class size was 14.8 pupils per class. The range was from 10 to 17 pupils per class.

The primary factors considered in the evaluation were the stated objectives in the project. Evaluative sources used to determine the improvement of the pupils of the project were : (1) A Checklist for Pre Kindergarten Summer Classes, 1972, (2) Teacher Checklist for Pupil Knowledge of Major Parts of the Body, (3) an evaluation questionnaire for teachers, (4) a questionnaire for teacher aides, (5) enrollment and attendance records, and (6) observation of the classes of Pre Kindergarten children. These instruments were locally developed in an attempt to provide information about the child's development in self-concept and the increase of language competency as the child developed feelings of self-confidence and satisfaction in accomplishment of tasks.

To attempt to get some measure of improvement in language and social skills of the children, the teachers were asked to indicate on A Checklist for Pre Kindergarten Summer Classes, 1972, for each child in the program the extent of improvement of the Pre Kindergarten child in comparison with the first week and the last week of summer school. The results are shown on boys, girls, and combined classes in Tables 02.11, 02.12, and 02.13 respectively.

The mean number of days attended were 22.42; the mean days of absences were 7.58 days per pupil as shown in Table 02.4. The girls attended an average of 1.31 days more than the boys.

TABLE 02.4

SUMMARY ATTENDANCE DATA FOR THE TITLE I
PRE KINDERGARTEN SUMMER PROGRAM, 1972

Pupils	Number of pupils	Percent of pupils	Total days attended	Total days absent	$\bar{X}$ number of days attended	$\bar{X}$ number of days absent
Boys	49	47.12	1,065	405	21.73	8.27
Girls	55	52.88	1,267	383	23.04	6.96
Total	104	100.00	2,332	788	22.42	7.58

Participation statistics were listed for boys, girls, and combined classes in Tables 02.5, 02.6, and 02.7 respectively.

Sex and racial composition are listed in Tables 02.8, 02.9, and 02.10. Total enrollment by race included: (1) Caucasian - 66.35%, (2) Oriental - none, (3) Negro - 22.13%, (4) Mexican American - 10.57%,

TABLE 02.5

BOYS ENROLLED IN THE SUMMER TITLE I PRE KINDERGARTEN PROGRAM, 1972

Number of classes = 7 Number of boys = 49
Number of days in the summer session = 30

Classes	# in Class	% in Class	Race* 1	2	3	4	5	Total days Attended
A	7	6.73	2		3	2		120
B	7	6.73	5		1	1		153
C	8	7.69	7		1			186
D	9	8.65	6		2	1		163
E	8	7.69	8					205
F	4	3.85	1		3			107
G	6	5.77	2		2	2		131
Total	49	47.11	31	-	12	6	-	1,065

* 1 = Caucasian, 2 = Oriental, 3 = Negro, 4 = Mexican American,
5 = American Indian

Note: Percents may not total 100 because of rounding.

(5) American Indian - none, and Jordanian - .96%. In total, there were 5.76% more girls than boys enrolled in Pre Kindergarten; there were more Negro and Mexican American boys than girls, .96% and .95% respectively; there were 6.72% more Caucasian girls than boys; one (.96%) Jordanian girl was enrolled in the program. No Oriental or American Indian children were enrolled in the Pre Kindergarten summer program, 1972.

Pre Kindergarten teachers indicated the following as factors that appeared to influence attendance (questionnaire item 13) during the summer session as follows:

Category	Number of Teacher Responses	Teacher Responses #	%
Illness	105	5	71.42
Vacation of parents	18	6	85.71
Oversleeping	13	3	42.85
Lack of interest	7	2	28.57
Other reasons:	4	4	57.14
(1) Rainy weather	4	3	42.85
(2) Moved	1	1	14.28
(3) Doctor appointments	10	1	14.28
(4) Fourth of July holiday	1	1	14.28
(5) Riding the bus	1	1	14.28

TABLE 02.6

GIRLS ENROLLED IN THE SUMMER TITLE I PRE KINDERGARTEN PROGRAM, 1972

Number of classes = 7

Number of girls = 55

Number of days in the summer session = 30

Classes	# in Class	% in Class	Race* 1	2	3	4	5	Total days Attended
A	8	7.69	5		1	2		191
B	7	6.73	5		2			105
C	9	8.65	8				1**	227
D	7	6.73	3		4			168
E	8	7.69	8					220
F	6	5.77	2		3	1		112
G	10	9.62	7		1	2		244
Total	55	52.88	38	-	11	5	1**	2,332

* 1 = Caucasian, 2 = Oriental, 3 = Negro, 4 = Mexican American, 5 = American Indian

**This child was listed as being Jordanian.

Note: Percents may not total 100 because of rounding.

One teacher stated that five children were out of school with the mumps. Another teacher wrote: "One child had many absences due to the fact that the mother thought it necessary she ride the bus with her."

This was the first year that children were bussed to summer attendance centers; in previous years they attended neighborhood schools. Pre Kindergarten classes were integrated in Unified School District #259.

TABLE 02.7

PARTICIPATION STATISTICS FOR COMBINED CLASSES ENROLLED IN TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

Number of classes = 7 Number of days in summer session = 30

	Number in class			Race*					Total number of days attended		
Classes	Male	Female	Total	1	2	3	4	5	Male	Female	Total
A	7	8	15	7		4	4		120	191	311
B	7	7	14	10		3	1		153	105	258
C	8	9	17	15		1		1**	186	227	413
D	9	7	16	9		6	1		163	168	331
E	8	8	16	16					205	220	425
F	4	6	10	3		6	1		107	112	219
G	6	10	16	9		3	4		131	244	375
Total	49	55	104	69	-	23	11	1**	1,065	1,267	2,332

*1 = Caucasian, 2 = Oriental, 3 = Negro, 4 = Mexican American,
5 = American Indian

**This child was listed as being Jordanian.

TABLE 02.8

RACIAL DISTRIBUTION OF BOYS IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

Race*	1	2	3	4	5	Total
Number of pupils	31	-	12	6	-	49
Percent	29.81	-	11.54	5.76	-	47.11

TABLE 02.9

RACIAL DISTRIBUTION OF GIRLS IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

Race*	1	2	3	4	5	Total
Number of pupils	38	-	11	5	1**	55
Percent	36.53	-	10.58	4.81	.96	52.88

TABLE 02.10

RACIAL DISTRIBUTION OF PUPILS IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

Race*	1	2	3	4	5	Total
Number of pupils	69	-	23	11	1**	104
Percent	66.35	-	22.12	10.57	.96	99.99

* 1 = Caucasian, 2 = Oriental, 3 = Negro, 4 = Mexican American, 5 = American Indian

**This child was listed as being Jordanian.

Note: Percents may not total 100 because of rounding.

TABLE 02.11

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF BOYS ENROLLED IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

Number of classes = 7 Number of boys = 41*

	Number and percent of pupils making improvement					
	Much		Some		Little	
Items	#	%	#	%	#	%
1. The child seems happier and more secure at school.	18	43.90	21	51.22	2	4.88
2. The child is able to participate in group activities.	16	39.02	21	51.22	4	9.76
3. The child listens and responds to your questions.	18	43.90	20	48.78	3	7.32
4. The child responds with more self-confidence.	19	46.34	21	51.22	1	2.44
5. The child has increased his oral vocabulary.	15	36.59	23	56.10	3	7.31
6. The child exhibits an increased interest in books.	16	39.02	23	56.10	2	4.88
7. The child is more aware of and curious about people, places, and objects.	19	46.34	18	43.90	4	9.76
8. The child seems to be enthusiastic about coming to school.	21	51.22	17	41.46	3	7.32
9. The child is able to express ideas orally.	16	39.02	22	53.66	3	7.32
10. The child converses freely with his peers.	15	36.59	22	53.66	4	9.75
11. The child speaks freely to adults in the school setting.	16	39.02	20	48.78	5	12.20
12. The child participates in dramatic play spontaneously and willingly.	13	31.71	21	51.22	7	17.07
13. The child shows instructive self-direction during self-selected work-play times.	17	41.46	23	56.10	1	2.44
14. The child appears to be poised and confident.	15	36.59	23	56.10	3	7.31

SS 02.17

		Much		Some		Little	
		#	%	#	%	#	%
15.	The child is able to speak in whole sentences rather than fragments.	21	51.22	18	43.90	2	4.88
16.	The child narrates his own experiences spontaneously to the teacher or group.	15	36.59	21	51.22	5	12.19
17.	The child appears apathetic and lethargic most of the time.	2	4.88	20	48.78	19	46.34
18.	The child seeks attention of adults excessively.	-	-	23	56.10	18	43.90
19.	The child shares materials.	14	34.15	22	53.66	5	12.19
20.	The child withdraws to a point of no audible verbal communication.	3	7.32	18	43.90	20	48.78
21.	The child is able to wait to take his/her turn.	17	41.46	20	48.78	4	9.76
22.	The child is able to accept authority.	18	43.90	22	53.66	1	2.44
23.	The child is able to alter his/her behavior pattern on request (active versus quiet).	14	34.15	26	63.41	1	2.44
24.	The child is easily distracted by activities going on around him.	2	4.88	26	63.41	13	31.71
25.	The child has increased his ability to use descriptive words in describing objects, numbers, colors, size, positional relationships, etc.	16	39.02	22	53.66	3	7.32
26.	The child is able to tell and respond to his/her first and last name.	26	63.41	14	34.15	1	2.44
27.	The child is able to name and touch the major parts of his body.	24	58.54	16	39.02	1	2.44
28.	The child is able to follow simple directions (e.g., close your eyes, stand up, close the door, show me your hands, etc.).	25	60.98	15	36.58	1	2.44
29.	The child is able to sing many simple songs.	17	41.46	21	51.22	3	7.32
30.	The child enjoys doing finger plays.	16	39.02	24	58.54	1	2.44

	Much		Some		Little	
	#	%	#	%	#	%
31. The child is able to identify simple objects by touch (e.g., cotton, pencil, scissors, sandpaper, etc.).	23	56.10	17	41.46	1	2.44
32. The child is able to identify objects by taste (e.g., tomato juice, grapefruit juice, orange juice, grape juice, cookies, etc.).	24	58.54	16	39.02	1	2.44
TOTAL	511	38.94	656	50.00	145	11.06

*Data were not available for three pupils; they did not attend class long enough to be evaluated. Data on five other instruments were considered invalid.

TABLE 02.12

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF GIRLS ENROLLED IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

Number of classes = 7 Number of girls = 47*

Items	Number and Percent of pupils making improvement					
	Much		Some		Little	
	#	%	#	%	#	%
1. The child seems happier and more secure at school.	28	59.57	18	38.30	1	2.13
2. The child is able to participate in group activities.	29	61.70	16	34.04	2	4.26
3. The child listens and responds to your questions.	28	59.57	19	40.43	-	-
4. The child responds with more self-confidence.	27	57.45	19	40.42	1	2.13
5. The child has increased his oral vocabulary.	21	44.68	23	48.94	3	6.38
6. The child exhibits an increased interest in books.	25	53.19	21	44.68	1	2.13
7. The child is more aware of and curious about people, places, and objects.	22	46.81	24	51.06	1	2.13
8. The child seems to be enthusiastic about coming to school.	31	65.96	13	27.66	3	6.38
9. The child is able to express ideas orally.	17	36.17	27	57.45	3	6.38
10. The child converses freely with his peers.	17	36.17	28	59.57	2	4.26
11. The child speaks freely to adults in the school setting.	21	44.68	24	51.06	2	4.26
12. The child participates in dramatic play spontaneously and willingly.	20	42.55	21	44.68	6	12.77
13. The child shows instructive self-direction during self-selected work-play times.	23	48.94	21	44.68	3	6.38
14. The child appears to be poised and confident.	20	42.55	23	48.94	4	8.51

		Much		Some		Little	
		#	%	#	%	#	%
15.	The child is able to speak in whole sentences rather than fragments.	24	51.06	22	46.81	1	2.13
16.	The child narrates his own experiences spontaneously to the teacher or group.	19	40.43	25	53.19	3	6.38
17.	The child appears apathetic and lethargic most of the time.	3	6.38	22	46.81	22	46.81
18.	The child seeks attention of adults excessively.	8	17.02	22	46.81	17	36.17
19.	The child shares materials.	23	48.94	24	51.06	-	-
20.	The child withdraws to a point of no audible verbal communication.	3	6.38	9	19.15	35	74.47
21.	The child is able to wait to take his/her turn.	18	38.30	27	57.45	2	4.25
22.	The child is able to accept authority.	22	46.81	25	53.19	-	-
23.	The child is able to alter his/her behavior pattern on request (active versus quiet).	24	51.06	21	44.68	2	4.26
24.	The child is easily distracted by activities going on around him.	5	10.64	29	61.70	13	27.66
25.	The child has increased his ability to use descriptive words in describing objects, numbers, colors, size, positional relationships, etc.	22	46.81	23	48.94	2	4.25
26.	The child is able to tell and respond to his/her first and last name.	27	57.45	19	40.42	1	2.13
27.	The child is able to name and touch the major parts of his body.	30	63.83	17	36.17	-	-
28.	The child is able to follow simple directions (e.g., close your eyes, stand up, close the door, show me your hands, etc.).	31	65.96	16	34.04	-	-
29.	The child is able to sing many simple songs.	28	59.57	18	38.30	1	2.13
30.	The child enjoys doing finger plays.	26	55.32	21	44.68	-	-

	Much		Some		Little	
	#	%	#	%	#	%
31. The child is able to identify simple objects by touch (e.g., cotton, pencil, scissors, sandpaper, etc.).	22	46.81	25	53.19	-	-
32. The child is able to identify objects by taste (e.g., tomato juice, grapefruit juice, orange juice, grape juice, cookies, etc.).	30	63.83	17	36.17	-	-
TOTAL	694	46.15	697	45.15	131	8.70

*Data were not available for five pupils; they did not attend class long enough to be evaluated. Data on three additional instruments were considered invalid.

TABLE 02.13

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF ALL PUPILS ENROLLED IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

Number of classes = 7

Number of pupils = 246*

Items	Number and Percent of pupils making improvement					
	Much		Some		Little	
	#	%	#	%	#	%
1. The child seems happier and more secure at school.	46	52.27	39	44.32	3	3.41
2. The child is able to participate in group activities.	45	51.14	37	42.04	6	6.82
3. The child listens and responds to your questions.	46	52.27	39	44.32	3	3.41
4. The child responds with more self-confidence.	46	52.27	40	45.45	2	2.27
5. The child has increased his oral vocabulary.	36	40.91	46	52.27	6	6.82
6. The child exhibits an increased interest in books.	41	46.59	44	50.00	3	3.41
7. The child is more aware of and curious about people, places, and objects.	41	46.59	42	47.73	5	5.68
8. The child seems to be enthusiastic about coming to school.	52	59.09	30	34.02	6	6.82
9. The child is able to express ideas orally.	33	37.50	49	55.68	6	6.82
10. The child converses freely with his peers.	32	36.36	50	56.82	6	6.82
11. The child speaks freely to adults in the school setting.	37	42.05	44	50.00	7	7.95
12. The child participates in dramatic play spontaneously and willingly.	33	37.50	42	47.73	13	14.77
13. The child shows instructive self-direction during self-selected work-play times.	40	45.45	44	50.00	4	4.55
14. The child appears to be poised and confident.	35	39.77	46	52.27	7	7.96

		Much		Some		Little	
		#	%	#	%	#	%
15.	The child is able to speak in whole sentences rather than fragments.	45	51.14	40	45.45	3	3.41
16.	The child narrates his own experiences spontaneously to the teacher or group.	34	38.64	46	52.27	8	9.09
17.	The child appears apathetic and lethargic most of the time.	5	5.68	42	47.73	41	46.59
18.	The child seeks attention of adults excessively.	8	9.09	45	51.14	35	39.77
19.	The child shares materials.	37	42.05	46	52.27	5	5.68
20.	The child withdraws to a point of no audible verbal communication.	6	6.82	27	30.68	55	62.50
21.	The child is able to wait to take his/her turn.	35	39.77	47	53.41	6	6.82
22.	The child is able to accept authority.	40	45.45	47	53.41	1	1.14
23.	The child is able to alter his/her behavior pattern on request (active versus quiet).	38	43.18	47	53.41	3	3.41
24.	The child is easily distracted by activities going on around him.	7	7.95	55	62.50	26	29.55
25.	The child has increased his ability to use descriptive words in describing objects, numbers, colors, size, positional relationships, etc.	38	43.18	45	51.14	5	5.68
26.	The child is able to tell and respond to his/her first and last name.	53	60.23	33	37.50	2	2.27
27.	The child is able to name and touch the major parts of his body.	54	61.36	33	37.50	1	1.14
28.	The child is able to follow simple directions (e.g., close your eyes, stand up, close the door, show me your hands, etc.).	56	63.64	31	35.23	1	1.13
29.	The child is able to sing many simple songs.	45	51.14	39	44.32	4	4.54
30.	The child enjoys doing finger plays.	42	47.73	45	51.14	1	1.13

	Much		Some		Little	
	#	%	#	%	#	%
31. The child is able to identify simple objects by touch (e.g., cotton, pencil, scissors, sandpaper, etc.).	45	51.14	42	47.73	1	1.13
32. The child is able to identify objects by taste (e.g., tomato juice, grapefruit juice, orange juice, grape juice, cookies, etc.).	54	61.36	33	37.50	1	1.14
TOTAL	1205	42.80	1335	47.40	276	9.80

* Data were not available for eight pupils;
they did not attend class long enough to be evaluated.
Data on eight other instruments were considered invalid.

A comparison of items 2,3,8,14, and 22 of the "much" improvement category on the checklist seemed to indicate that in a six-week period, both boys and girls improved in their attitudes toward themselves and toward school. Boys and girls improved most in being enthusiastic about school, 51% and 66% respectively as shown in Table 02.14.

The girls were considered to have much more improvement in oral vocabulary and interest in books; an interesting contrast was that the teacher respondents indicated on the checklist that the boys had "much" improvement in the use of descriptive words describing objects, numbers, colors, etc., as shown in Table 02.15.

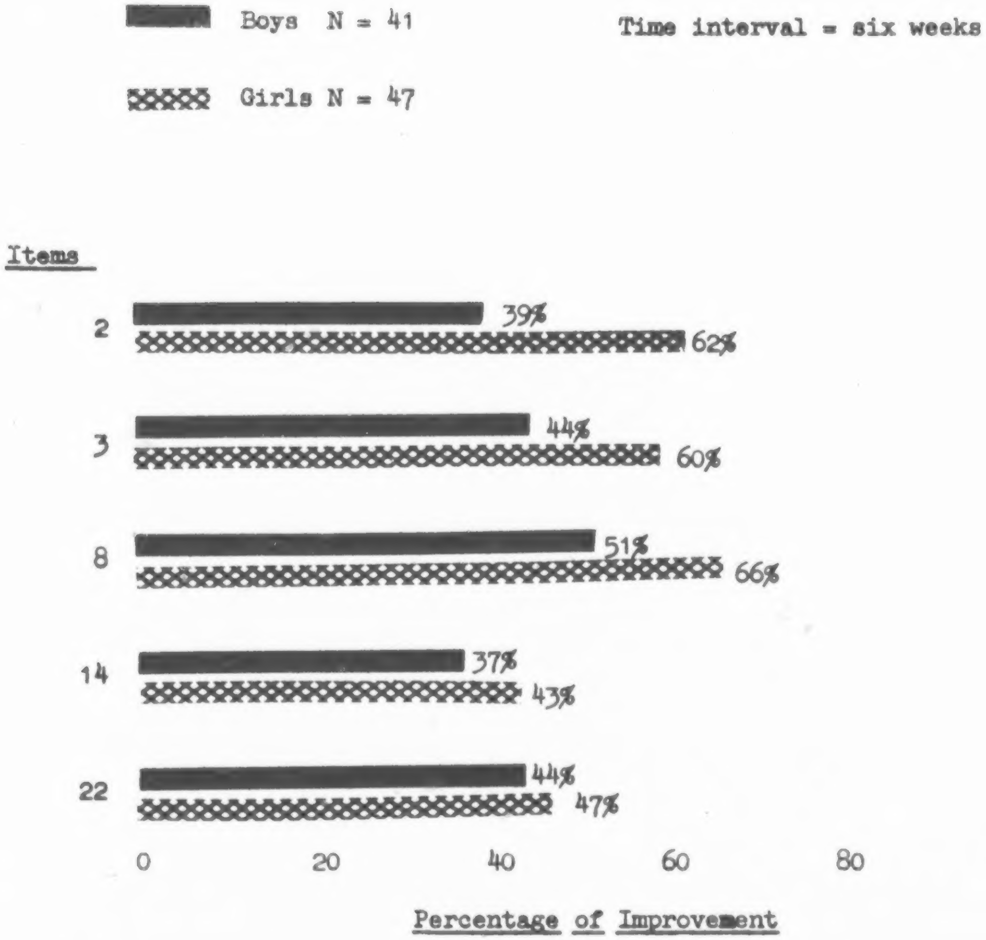
The girls appeared to exhibit more development in positive self-concept than boys as shown on Table 02.16. Look at Table 02.16 again! The negative items on the checklist were items 17,18,20, and 24; the responses of the teachers seemed to indicate that the boys: were less apathetic - boys 5%, girls 6%, sought the attention of adults less - boys 0%, girls 17%, and were less distracted by activities going on around them - boys 39%, girls 47%. This was the first year since 1970 that a score of zero was tallied for item 18. In all, it seems safe to say that the boys progressed in the development of a more positive self-concept as well as the girls, only less conspicuously.

Sixty-three percent (24) of the boys were able to respond to their first and last names; fifty-seven percent (27) of the girls were able to respond to their names at all times as shown on Table 02.17. Four Pre Kindergarten girls spoke only Spanish at the beginning of the summer program; however, the teachers stated they had made remarkable progress learning English and participating in school acitvities during the summer. The "much" and "some" improvement combined percentages for boys and girls knowing their names were 97.56% (40) and 97.87% (46) respectively as shown on Tables 02.11 and 02.12.

For the total group of Pre Kindergarten children in the "much" improvement column the teachers indicated that sixty-one percent (25) of the boys and sixty-six percent (31) of the girls were able to follow simple directions.

TABLE 02.14

A BAR GRAPH ON THE COMPARISON OF THE PERCENTAGE OF 'MUCH' IMPROVEMENT FOR BOYS* AND GIRLS* ON THE CHECKLIST FOR PRE KINDERGARTEN SUMMER CLASSES, 1972, ON ITEMS 2, 3, 8, 14, AND 22

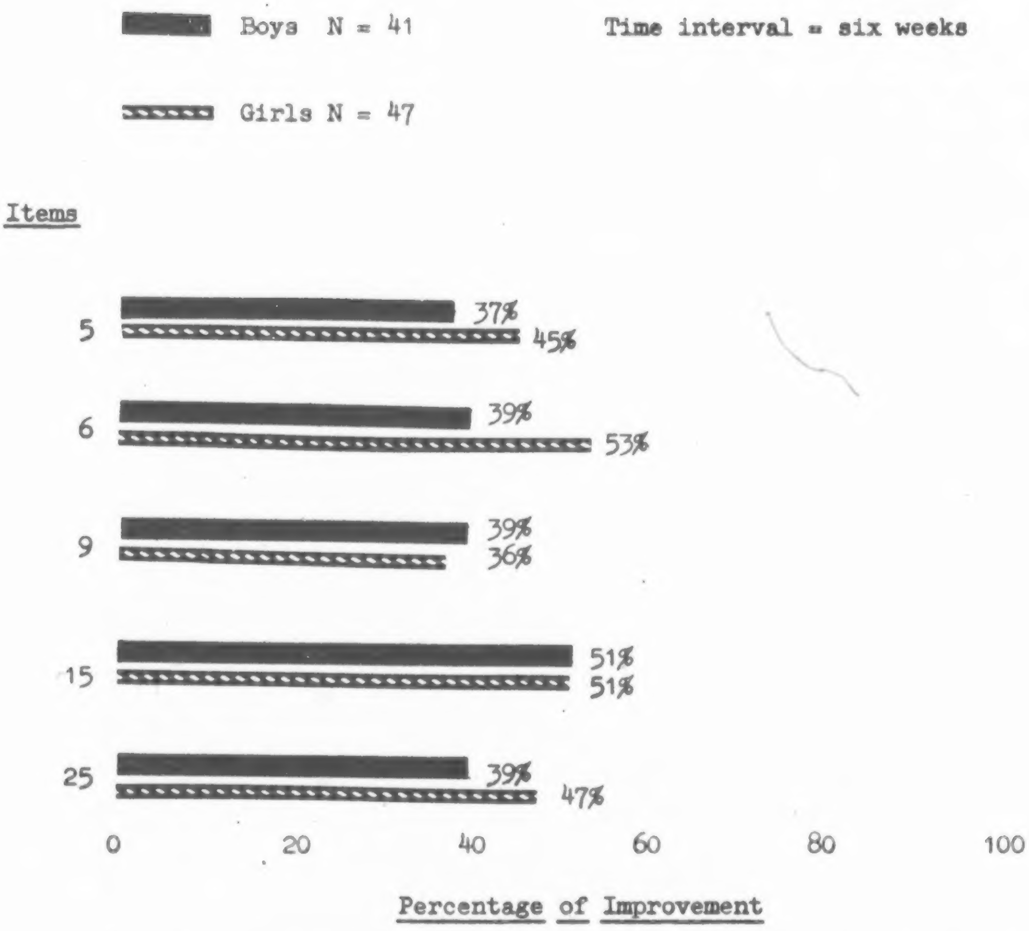


In comparison with the first and the last week of summer school.

*'Much' improvement figures taken from Tables 02.11 and 02.12.

TABLE 02.15

A BAR GRAPH ON THE COMPARISON OF THE PERCENTAGE OF 'MUCH' IMPROVEMENT FOR BOYS* AND GIRLS* ON THE CHECKLIST FOR PRE KINDERGARTEN SUMMER CLASSES, 1972 ON ITEMS 5, 6, 9, 15, AND 25



In comparison with the first week and the last week of summer school.

*'Much' improvement percentages taken from Tables 02.11 and 02.12.

TABLE 02.16

A BAR GRAPH ON THE COMPARISON OF THE PERCENTAGE OF 'MUCH' IMPROVEMENT FOR BOYS AND GIRLS ON THE CHECKLIST FOR PRE KINDERGARTEN SUMMER CLASSES, 1972 ON ITEMS 1, 4, 7, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, AND 24

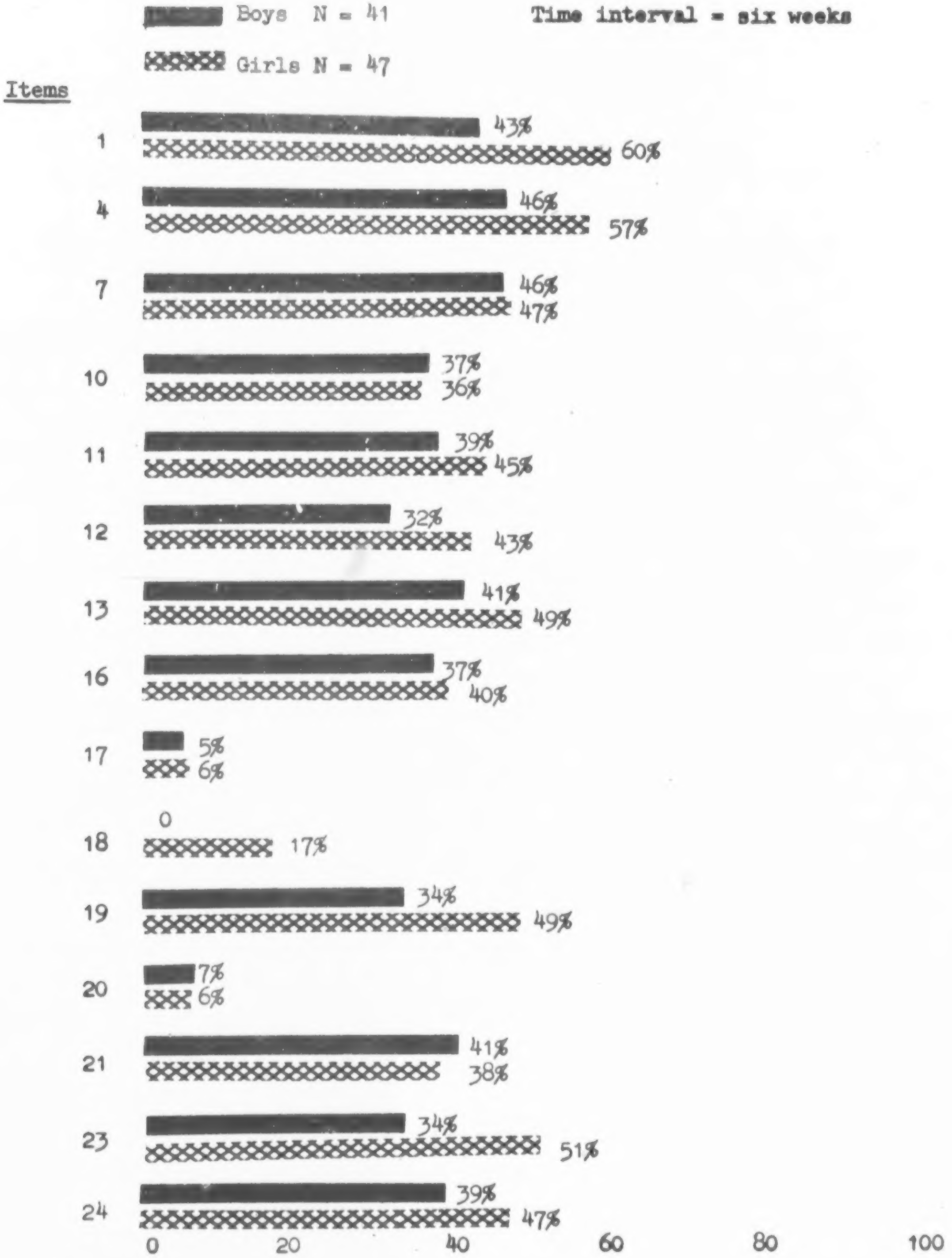
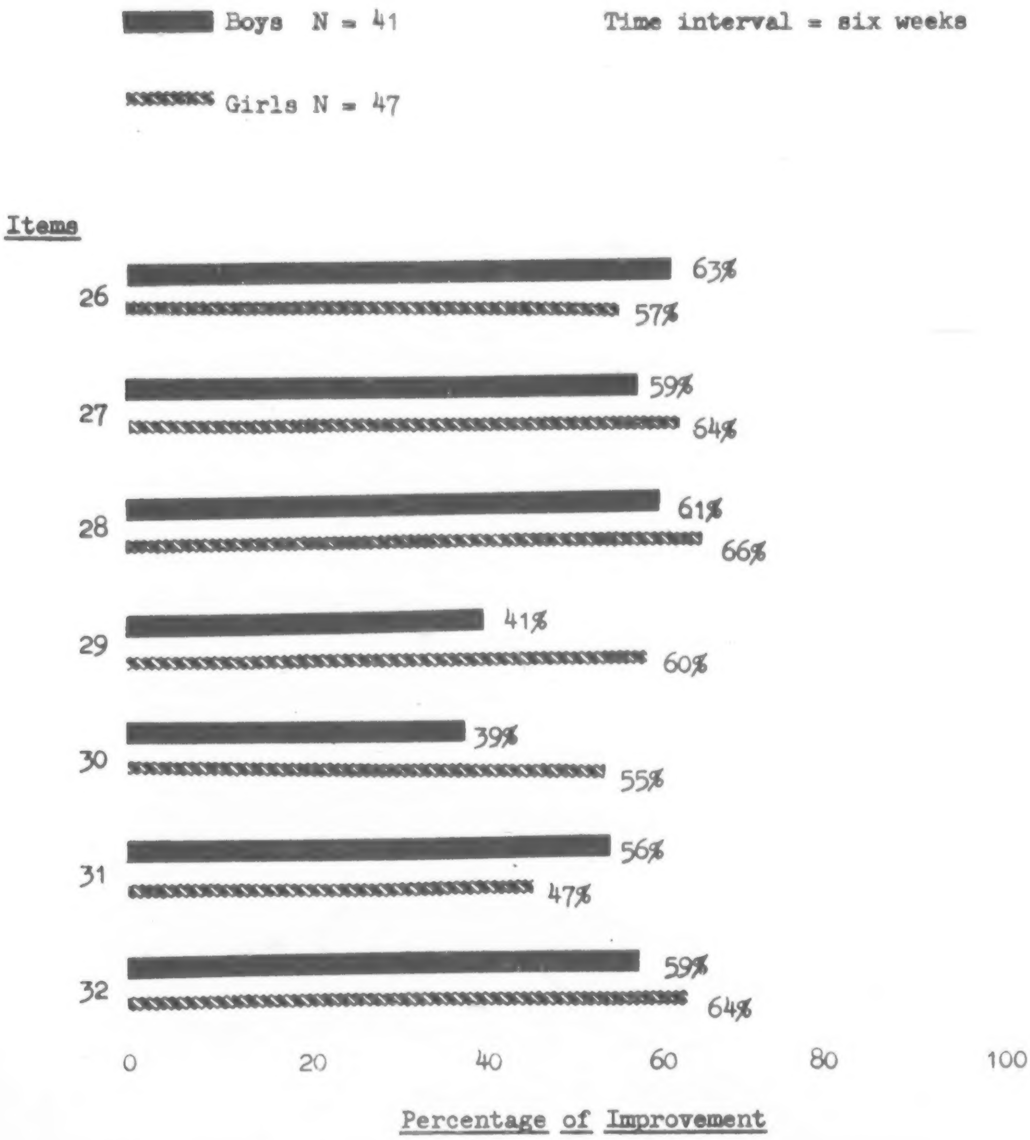


TABLE 02.17

A BAR GRAPH ON THE COMPARISON OF THE PERCENTAGE OF 'MUCH' IMPROVEMENT FOR BOYS* AND GIRLS* ON THE CHECKLIST FOR PRE KINDERGARTEN SUMMER CLASSES, 1972 ON ITEMS 26, 27, 28, 29, 30, 31, AND 32



In comparison with the first and last week of summer school.

*'Much' improvement percentages taken from Tables 02.11 and 02.12.

TABLE 02.18

STATISTICAL SUMMARY OF DATA ON PUPIL KNOWLEDGE OF MAJOR PARTS OF THE BODY ADMINISTERED TO A STRATIFIED RANDOM SAMPLING OF CHILDREN ENROLLED IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

Number of classes = 7
Time interval = six weeks
Number of possible points = 30
Number of pupils = 28

Classes	Number of Pupils	$\bar{X}$	SD	$SE_{\bar{X}}$	Percentages	Range of scores
A	4	27.75	.82	.48	92.50	27 - 29
B	4	28.00	.71	.41	93.33	27 - 29
C	4	23.00	1.87	1.08	76.66	21 - 26
D	4	24.75	1.30	.75	82.50	23 - 26
E	4	28.50	1.12	.65	95.00	27 - 30
F	4	24.50	1.66	.96	81.66	22 - 26
G	4	25.75	1.30	.75	85.83	24 - 27
Total	28	26.03	2.34	.45	86.78	21 - 30

At the first inservice session some knowledge was gained about what was expected of the Pre Kindergarten children during the summer and the kinds of games allocated to help achieve the stated goals.

To attempt to gain some knowledge of the major parts of the body known by Pre Kindergarten children, the instrument, "Teacher Checklist for Pupil Knowledge of Major Parts of the Body", (see Appendix), was developed from the suggestions of the summer Pre Kindergarten staff.

The teachers were asked at the last inservice meeting to administer to a stratified random sampling of children the above said instrument during the last week of the summer period. The data results on this instrument were most encouraging. Data results were listed on Table 02.18.

No child missed more than a total of nine items; every child in the random sampling passed 70 percent (21) of the items or more; two children (7%) attained a perfect score of thirty points. A total of eleven items (36.66%) were missed.

The parts of the body the children did not know were listed in rank order in Table 02.19.

TABLE 02.19

RANK ORDER OF BODY PARTS NOT KNOWN ON THE TEACHER CHECKLIST FOR PUPIL KNOWLEDGE OF MAJOR PARTS OF THE BODY BY A STRATIFIED RANDOM SAMPLING OF CHILDREN ENROLLED IN THE TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

Number of children = 28 Time interval = six weeks

Item Number	Statement	Number and Percent of children who did not know said body parts Number of times said item was missed	Percent
28	Grab your ankles.	22	73.33
20	Bend your wrist.	18	60.00
13	Touch your chest.	15	50.00
10	Point to your eyebrows.	12	40.00
29	Put your hands on your hips.	11	36.66
11	Touch your eyelashes.	9	30.00
18	Touch your elbows.	7	23.33
14	Point to your shoulder.	6	20.00
25	Point to your heel.	5	16.66
26	Show me your thumbs.	3	10.00
12	Point to your neck.	1	3.33

Item 22 needs to be rewritten as some teachers commented that several children actually did kick their leg; they followed the direction exactly. It was meant for them to kick their leg into the air.

Data in Tables 02.13 and 02.18 indicates that a majority of the children exhibited "much" and "some" improvement during the six-week summer session. The six objectives have been met to some degree as indicated by teacher responses on the evaluation instruments for Pre Kindergarten classes.

RECOMMENDATIONS

The program results indicate that the stated objectives of the Pre Kindergarten summer program were accomplished to some degree.

The following recommendations are made:

- continue and expand the program for the benefit of as many children as possible;

- continue and expand the program in neighborhood schools;
- revise the instruments used for collection of data;
- design two inservice meetings for parents to promote more active parent participation in the school program.

APPENDIX SS 02

SS 02-A1

ANNOTATED BIBLIOGRAPHY OF MATERIALS USED IN PRE KINDERGARTEN SUMMER CLASSES, 1972

A. Books

A Collection of the Kin/Der Owl Books. New York: Holt, Rinehart and Winston, Inc., 1967.

> An excellent set of read-aloud books for children which contained large script, delightful stories, poems and jingles; the illustrations were extraordinary.

Miller, Mary and Zajan, Paula. Songs for Little Fingers. New York: G. Shirmer, 1955.

> This was a book of finger plays set to music. Some favorite finger plays children enjoyed most were: (1) "Johnny Works With One Hammer", (2)"Eency-Weency Spider", (3) "Where is Thumkin?", and (4) "The Wheels of the Bus." The music accompaniment was a simple melody with the basic I, IV, V, V_7 chords.

Animal Puzzles. Chicago, Illinois: Developmental Learning Materials Company, 1968.

> Puzzles were used for small muscle coordination and to learn the names of the different animals as well as the names of the parts of the animal's body such as: head, body, tail, paws, etc.

Bill Ding Balancing Clowns. Minneapolis, Minnesota: Sifo, a subsidiary of Connor Forest Industries. No. 135.

> Contains 14 clowns and 2 balancing rods made of solid wood. Four games were suggested on the back cover of the game box. Clowns included were : 2 blue clowns, 4 green clowns, 4 yellow clowns, 3 red clowns, and 1 white clown. Recommended for ages 4 to 10 years.

Candyland Game. Springfield, Massachusetts: Milton Bradley Company, 1955.

> This game was used to help teach the names of color words. Recommended for ages 4 to 8 years.

Colored Inch Cubes. Chicago, Illinois: Developmental Learning Materials Company, 1968.

> Cubes were used during free play and to build designs on the Inch Cube Designs. Cubes were colored green, blue, yellow, red, purple, and orange. Recommended for four year olds.

Fit-A-Space. Phillip-Avon, Maine: LAURI Enterprises, Manufacturers, #2100. $3.00.

This game included fit-in and manipulative shapes of crepe foam rubber; they were washable and adhered to a flannel board. The fun-faces presented every shape a child should know. The contrasting colored shapes were fitted into sixteen serrated disks and could be sorted by color or by pattern. Recommended for ages 3 to 6 years.

Inch-Cube Designs. Chicago, Illinois: Developmental Learning Materials Company, 1968.

The Cube Block Designs consist of two series: (1) Verticle Stacking and (2) Horizontal Placement. Each set of designs progresses from the most simple relationships to more difficult ones. The set consists of a total of 34 designs. Cards 1 - 28 comprise the Vertical Series and cards 1 - 34 the Horizontal Series. The major objectives in using block designs are to help the child to: (1) see the actual relationship between an actual physical reality and its representation, (2) develop task organization, (3) develop perception of spatial relationships, and (4) develop the ability to mentally "hold" a foreground figure (one block) apart from the background of many blocks. It seems to help the child develop habits of accurate observation and checking as well as the development of visual memory.

Large Body Puzzle. Niles, Illinois: Developmental Learning Materials Company, 1972. No. 246.

This puzzle was four feet long; it was used to teach different parts of the body. There were 31 pieces in this life-size body puzzle. Each piece was a distinct body part. The purposes of the large body puzzle were : (1) to teach body image, (2) to use large muscles in the activity, (3) to teach directionality, and (4) to see relationships and sequences. Other suggestions were included in the direction sheet.

Multi-Ethnic Children Puzzles. Chicago, Illinois: Developmental Learning Materials Company, 1968.

Picture puzzles of children of different multi-ethnic cultures were used to stimulate conversation and discussion in order to increase and expand the child's vocabulary.

People Puzzles. Chicago, Illinois: Developmental Learning Materials Company, 1968.

These puzzles were used to build appreciation and vocabulary about different multi-ethnic cultures and to verbally label people and parts of the body such as: boy, girl, uncle, aunt, neighbor, etc., or head, eyes, arm, etc.

Playskool Play Tiles. Des Plaines, Illinois: Playskool Inc. a Milton Bradley Company, 1970.

Consisted of a blue plastic pegboard and plastic tiles of various shapes, triangles, squares, and rectangles which were colored blue, yellow, red, and white.
The children could create pictures and designs of their own. Eight Walt Disney character designs were included in each set that could have been used as a model; however, most teachers seemed to use this game to teach or reinforce the concepts of color, shape and number in addition to letting the children just have fun playing with them.

Willy in the Fruit. New York: Farmingdale, No. 103, Toymakers, Inc., 1971.

This is a five piece nesting toy. "They learn to observe, to feel, to compare and to enjoy objects through creative play." The following objects included were : an apple, an orange, a lemon, a plum, and a cherry. It was used to teach the names and colors of the fruit. Recommended for ages 2 to 6 years.

C. Record

Palmer, Hap. Learning Basic Skills Through Music. Freeport, Long Island: Educational Activities, Inc., 1969.

SS 02-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR THE EVALUATION OF TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

1. How much value were the three one-half day inservice training sessions to you? Much ________ Some ________ None ________

Comments: ____

____

____

2. Was the fourth inservice meeting which provided individual conference time with the coordinator and instructional aide beneficial to you in planning the summer program?

Much ________ Some ________ None ________

Comments: ____

____

____

3. Was the help provided by the coordinator of value to you?

Much ________ Some ________ None ________

Comments: ____

____

____

____

4. Have you taught previous Pre Kindergarten summer school programs?

(Check) Summer 71 _____, Summer 70 _____, Summer 69 _____

Summer 68 _____, Summer 67 _____, Summer 66 _____.

5. Would you teach this class again?

Yes ________ No ________ Undecided ________

Comments: ____

____

6. Which classroom supplies were most beneficial for your class? (List in rank order.)

____

____

____

7. Were you able to use the equipment in the attendance center you were assigned? Yes ________ No ________

Comment: ____

8. Describe briefly the instructional procedures and class activities you used. ____

____

____

____

9. Do you have any indication about parent reactions (positive, negative, or indifferent) to the Pre Kindergarten summer program?

Yes __________ No ________

Comments: ____

____

____

10. Did you have parental contacts? (Give approximate number.)

At school ______________________

At their home ______________________

By note ______________________

By telephone ______________________

On field trips ______________________

Other ______________________

11. List the field trips which were taken.

Trips	Transportation provided by:
____________________	____________________
____________________	____________________
____________________	____________________

12. Briefly describe the activities performed by the instructional aide that were most beneficial to you and the class.

____

____

____

____

13. What factors influenced attendance? (Give approximate number.)

Illness ________________

Vacation of parents ________

Oversleeping ____________

Lack of interest __________

Other reasons: ___________

14. Would you share any additional comments you wish concerning the strengths and weaknesses of the Pre Kindergarten summer program or other comments.

SS 02-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

TITLE I PRE KINDERGARTEN TEACHER AIDE QUESTIONNAIRE
SUMMER, 1972

School ________________________________

Highest level of education ____________

1. Have you participated as an instructional aide in previous programs?

   Yes ________ No ________

   Summer Programs ____1966 ____1967 ____1968 ____1969 ____1970 ____1971

   Full Year Programs ____1966 ____1967 ____1968 ____1969 ____1970 ____1971

   Comments: ____

   ____

2. Would you work in this summer program again?

   Yes ________ No ________ Undecided ________

   Comments: ____

   ____

3. Indicate in what ways the inservice meetings were helpful or why they were of no help. ________________________________

   ____

   ____

4. Describe the duties and activities performed by you as an instructional aide in the Pre Kindergarten summer program.

   ____

   ____

   ____

   ____

   ____

SS 02-C2

5. You are invited to write any additional comments you wish concerning the strengths and weaknesses of the Pre Kindergarten summer program, or any other comments.

SS 02-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

A CHECKLIST FOR PRE-KINDERGARTEN SUMMER CLASSES
Summer, 1972

Child's name ______________________ Date ______________

Age ____________ Sex ____________ Race ______________

School ______________________ Teacher ______________

Days present ____________ Days absent ____________ Days tardy ______________

In comparison with the first week of summer school and the last week of summer school, indicate the extent of improvement for each child.

	Extent of Improvement		
	Much	Some	Little
1. The child seems happier and more secure at school.			
2. The child is able to participate in group activities.			
3. The child listens and responds to your questions.			
4. The child responds with more self-confidence.			
5. The child has increased his oral vocabulary.			
6. The child exhibits an increased interest in books.			
7. The child is more aware of and curious about people, places, and objects.			
8. The child seems to be enthusiastic about coming to school.			
9. The child is able to express ideas orally.			
10. The child converses freely with his peers.			
11. The child speaks freely to adults in the school setting.			

SS 02-D2

	Much	Some	Little
12. The child participates in dramatic play spontaneously and willingly.			
13. The child shows instructive self-direction during self-selected work-play times.			
14. The child appears to be poised and confident.			
15. The child is able to speak in whole sentences rather than fragments.			
16. The child narrates his own experiences spontaneously to the teacher or group.			
17. The child appears apathetic and lethargic most of the time.			
18. The child seeks attention of adults excessively.			
19. The child shares materials.			
20. The child withdraws to a point of no audible verbal communication.			
21. The child is able to wait to take his/her turn.			
22. The child is able to accept authority.			
23. The child is able to alter his/her behavior pattern on request (active versus quiet).			
24. The child is easily distracted by activities going on around him.			
25. The child has increased his ability to use descriptive words in describing objects, numbers, colors, size, positional relationships, etc.			
26. The child is able to tell and respond to his/her first and last name.			
27. The child is able to name and touch the major parts of his body.			
28. The child is able to follow simple directions (e.g., close your eyes, stand up, close the door, show me your hands, etc.).			

	Much	Some	Little
29. The child is able to sing many simple songs.			
30. The child enjoys doing finger plays.			
31. The child is able to identify simple objects by touch (e.g., cotton, pencil, scissors, sandpaper, etc.).			
32. The child is able to identify objects by taste (e.g., tomato juice, grapefruit juice, orange juice, grape juice, cookies, etc.).			

From your observations, please share any impressions that you would like to record.

SS 02-E1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

TITLE I PRE KINDERGARTEN SUMMER PROGRAM, 1972

TEACHER CHECKLIST FOR PUPIL KNOWLEDGE OF MAJOR PARTS OF THE BODY

Pupil ______________________ Age ________ Sex __________

Race __________ Date ____________ School ____________________

Teacher ______________________

This instrument is designed to determine if the child knows the major parts of the human body.

DIRECTIONS: (1) Put a plus (+) by each correct response.
(2) Put "d.k." if the pupil does not know a particular body part. ("d.k." stands for "don't know".)
(3) Record other response for diagnostic purposes.

I. PARTS OF THE BODY
A. General Information

Test Questions	Score	Acceptable Responses
1. Touch your head.	_____	Must touch some part of the head.
2. Point to your hair.	_____	Point clearly to his/her hair.
3. Touch your nose.	_____	Must touch the nose.
4. Put your fingers in your ears.	_____	Put fingers in ears.
5. Point to your eyes.	_____	If the pupil points to either eye, the response is acceptable. If the pupil touches his eyelids, the response is acceptable.
6. Stick out your tongue.	_____	Must show his tongue.
7. Show me your teeth.	_____	Show or point to his teeth.
8. Close your mouth.	_____	Close his mouth.
9. Touch your lips.	_____	Touch either upper or lower lip or both.

	Test Questions	Score	Acceptable Responses
10.	Point to your eyebrows.	____	Point to either eyebrow.
11.	Touch your eyelashes.	____	Touch either right or left eyelashes or both.
12.	Point to your neck.	____	Point or touch any part of the neck.
13.	Touch your chest.	____	Touch any part of the chest.
14.	Point to your shoulder.	____	Point or touch either shoulder.
15.	Where is your stomach?	____	Touch or point to stomach. If the child does not respond after you ask the first question, say, "Touch your tummy." If he responds correctly to "tummy" give a plus for the response.
16.	Wave your arms.	____	Wave either arm or both arms.
17.	Clap your hands.	____	Must clap hands.
18.	Touch your elbow.	____	Must touch either left elbow or right elbow.
19.	Wiggle your fingers.	____	Must make some movement with his fingers.
20.	Bend your wrist.	____	Must bend wrist.
21.	Touch your knees.	____	Must touch knees.
22.	Kick your leg.	____	Kick either right leg or left leg.
23.	Stamp your feet.	____	Must stamp feet. Any reasonable movement of the feet may be counted as a correct response.
24.	Touch your toes.	____	Must touch toes.
25.	Point to your heel.	____	Must point to either the right heel or the left heel.
26.	Show me your thumbs.	____	Must show thumbs.

	Test Questions	Score	Acceptable Responses
27.	Point to one of your fingernails.	____	Must point to some fingernail.
28.	Grab your ankles.	____	Must grab or touch ankles.
29.	Put your hands on your hips.	____	Put hands on hips.
30.	Show me a smiling face.	____	Hopefully, the child will have a smile on his/her face. Record response if the child does not smile.
	Total correct responses.	____	

Scoring. The maximum score for the "Parts of the Body" test is 30 points. One point for each correct action response. Acceptable responses are noted by each item. Where several possible action responses are listed, the pupil needs to action respond to only one response to receive full credit.

SS 02-F1

ELEMENTARY SUMMER SCHOOL REPORT

July, 1972

This is to certify that ______________________________
Name of Child

has attended a six-week summer school session at ______________
School

enrolled in ______________________________________
Title of Class

Present ______________
Days

____
Teacher

Comments:

SS 03.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE POST KINDERGARTEN PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Phyllis L. Curtis, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 03.01

POST KINDERGARTEN, 1971-72

SUMMARY

Post Kindergarten was a six-week summer program for 156 children living in the low income target area of Greater Wichita ready to enter first grade in August, 1972.

The program was designed to provide additional prereading experiences to increase vocabulary and the ability to communicate orally. Stated as objectives, at the end of the six-week session each child attending should be able to: (1) recognize his name in print, (2) reproduce on paper his name, (3) match letters, upper and lower case, (4) recognize the 15 high frequency words as they appear in experience charts, and (5) follow simple two-step directions. Four of the five objectives were met to some degree.

The general procedure was the "interest center" type of instruction. The Language Experience approach was used for teaching reading readiness skills. There were ten classes in seven schools; the classes were integrated; classes met daily for two hours for six weeks.

The total staff consisted of one coordinator, ten teachers and ten instructional aides. An instructional aide was provided for each classroom to insure more adult contact for each child. The staff was integrated. The adult-pupil ratio was 1:7.8.

A two-day inservice training program was conducted by the coordinator for teachers and instructional aides. The emphasis was on: (1) organization and planning for interest centers, and (2) special instruction on the use of language experience as an approach to introducing reading.

Field trips away from the school site were an integral part of the program and were used as a means of increasing the child's experiences.

Bus transportation was provided for Title I children from closed target area schools to other Title I attendance centers or extended service schools.

It has been recommended that the program be established next year with emphasis on two components: (1) continue the Language Experiences approach to teach reading readiness skills with the compact inservice training for teachers and instructional aides prior to the summer session and during the summer session and (2) design, plan, and conduct four parent meetings during the summer session in order to promote more parent involvement in the school program with a stipend available for parents and staff members who participate in said meetings.

SS 03.02

ACTIVITY CONTEXT

The Title I Post Kindergarten summer program was first offered during the summer of 1967 and has been offered each succeeding summer.

The Title I Post Kindergarten summer program was designed primarily for six-year-old children living in the low income target area of Greater Wichita ready to enter first grade in August, 1972 in order to provide additional pre-reading experiences to increase vocabulary and the ability to communicate orally, to follow two-step directions, and to develop a positive self-concept.

PROGRAM DESCRIPTION

Scope

One hundred fifty-six pupils participated in the Post Kindergarten summer program.

The primary goals of the program stated that each child attending should be able to:

(1) recognize his name in print;
(2) reproduce on paper his name;
(3) match letters, upper and lower case;
(4) recognize the 15 high frequency words as they appear in experience charts; and
(5) follow simple two-step directions.

Personnel

Ten teachers from the regular teaching staff were employed to participate in the Title I Post Kindergarten summer program. All teachers were duly certificated by the State of Kansas; all teachers were female and had taught in the elementary area. Eighty percent (8) of the teachers were Caucasian; 20 percent (2) of the teachers were Negro. Fifty percent of the teachers (5) had participated in the program the previous summer.

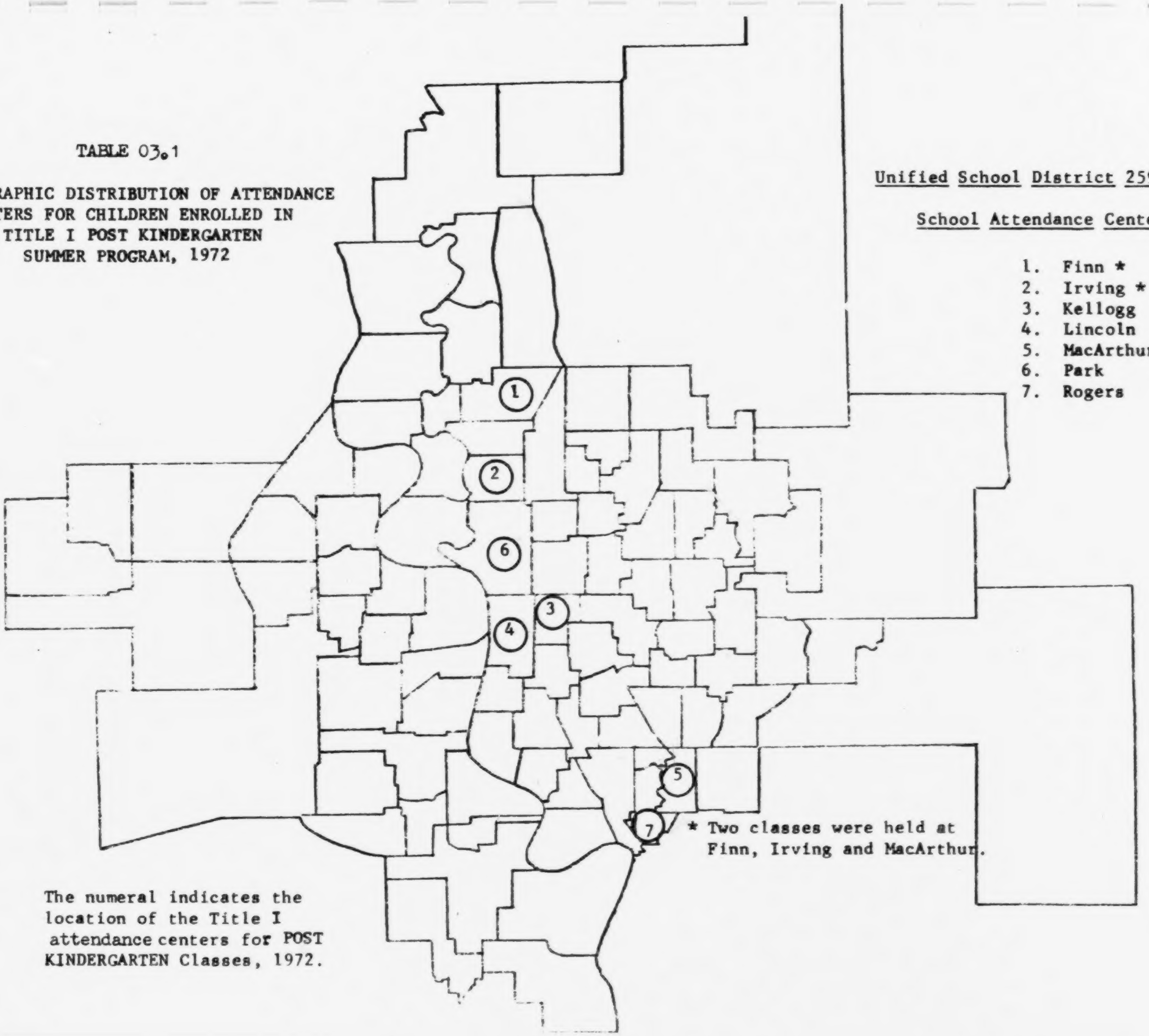
The ten teachers were assigned to seven Title I target area schools; three schools had two Post Kindergarten classes. The Post Kindergarten classes met in regular classrooms of the Wichita Public Schools. Table 03.1 shows the geographic location of each of the seven school attendance centers.

The teachers were asked (questionnaire item 5) if they had participated in previous Post Kindergarten summer programs; their responses are shown in Table 03.2. One teacher (10 percent) had had five years' experience of teaching Post Kindergarten summer school; three teachers (30 percent) had had two summers' experience; one teacher (10 percent) had had one summer of experience; three teachers (30 percent) had had no experience in teaching summer school; two teachers (20 percent) gave no response.

All of the teachers had had one year or more of teaching experience during the regular school year.

TABLE 03.1

GEOGRAPHIC DISTRIBUTION OF ATTENDANCE CENTERS FOR CHILDREN ENROLLED IN TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972



Unified School District 259

School Attendance Center

1. Finn *
2. Irving *
3. Kellogg
4. Lincoln
5. MacArthur *
6. Park
7. Rogers

* Two classes were held at Finn, Irving and MacArthur.

The numeral indicates the location of the Title I attendance centers for POST KINDERGARTEN Classes, 1972.

TABLE 03.2

TEACHERS IN PREVIOUS TITLE I POST KINDERGARTEN SUMMER PROGRAMS

Number of teachers = 10

Date	Number of teachers in previous Post Kindergarten Summer Programs
1967	1
1968	1
1969	2
1970	3
1971	5
No experience	3
No response	2

Ten instructional aides, one for each classroom, were employed in order to provide and to insure more adult contact for each child. The instructional aides were selected mainly from the same population as the children as they more fully understood the life conditions of the children; Follow Through instructional aides were given first priority for the summer jobs; most of the instructional aides were from the low income minority group population.

Eighty percent (8) of the instructional aides were Negro; 20 percent (2) were Caucasian; 80 percent (8) of the instructional aides were female; 20 percent (2) were male as shown in Table 03.3.

TABLE 03.3

RACIAL AND SEX DISTRIBUTION OF INSTRUCTIONAL AIDES IN THE TITLE I POST KINDERGARTEN PROGRAM, SUMMER, 1972

Instructional Aides	Race* Caucasian Number	Caucasian Percent	Negro Number	Negro Percent	Total Number	Total Percent
Male	1	10.00	1	10.00	2	20.00
Female	1	10.00	7	70.00	8	80.00
Total	2	20.00	8	80.00	10	100.00

*Only Caucasian and Negro instructional aides participated in this program.

The range of educational attainment of the instructional aides was from a High School Sophomore to three years of college.

The instructional aides were asked (questionnaire item 1) if they had participated in previous programs. Four (40 percent) had participated in full-year regular programs; none had participated in summer programs.

Eighty percent (8) of the instructional aides stated (questionnaire item 2) they would like to work in this program again; 20 percent (2) were undecided.

All instructional personnel were employed for two hours per day (9:00 - 11:00 a.m.), five days a week, for a six-week period.

A coordinator was employed from the regular administrative staff for four hours per day, five days a week, for a six-week period. The duties of the coordinator were: (1) plan suggested program activities, (2) order and distribute materials to teachers, (3) plan and conduct a two-day orientation workshop for ten teachers and ten instructional aides, (4) daily supervise the program, (5) schedule and arrange for busses for field trips, and (6) assist teachers with any problems that might arise. The coordinator was a Follow Through Program assistant during the regular year.

An area principal provided administrative guidance for the summer program; the area principal was employed for four hours per day, five days a week, for a six-week period.

The services of a social worker and a librarian were provided for each school by the Wichita Board of Education.

All personnel served for the six-week summer session with very infrequent absences. Duly certificated substitutes were employed whenever a situation occurred when the teacher had to be absent.

Procedures

This report covers the six-week summer session. Ten classes were organized in seven Title I target schools for two hours per day (9:00 - 11:00 a.m.), five days a week, for a six-week period. The 156 children who participated in the program were selected and enrolled by the building principals from enrollment cards filled out by parents of the children.

The Post Kindergarten classes were held in the regular classrooms of Unified School District #259 geographically located in the area of Greater Wichita as shown in Table 03.1.

Bus transportation was provided for Title I children from closed target area schools to other Title I attendance centers or extended service schools.

The Title I classes were racially integrated.

A two-day training program was planned and held for ten teachers and ten instructional aides. The primary focus was on the organization and planning for interest centers. Specific and special instruction on the use of language experience as an approach to introduce reading was included in the pre-training program.

The coordinator emphasized that the general procedure to be developed in the classroom was the small group or "interest center" type of instruction.

Following is an agenda of the workshop schedule:

Post Kindergarten Inservice Orientation Workshop Schedule. June 9, 1972

9:00 - 9:20	Get Acquainted
9:20 - 10:10	Orientation
10:10 - 10:30	Break
10:30 - 11:10	Language Experience Approach
11:10 - 11:40	Video Tape
11:40 - 12:00	Language Experience in Relation to Tape
1:00 - 1:40	Field Trips in Language Experience Approach -- Tish Mandle
1:40 - 2:20	Interest Centers in the Classroom -- Carol Lininger
2:20 - 2:40	Break
2:40 - 3:10	Games for Learning -- Ruth Ediger
3:10	Question and Answers
	Summary
	Announcements
	Supplies

A stipend of fifteen dollars ($15.00) per day was available to the teachers, instructional aides, and coordinator to attend and participate in the two day orientation workshop.

Attendance data for the inservice orientation meetings are shown in Table 03.4.

TABLE 03.4

PARTICIPATION STATISTICS OF TITLE I POST KINDERGARTEN
PERSONNEL AT THE INSERVICE MEETINGS, SUMMER, 1972

Number of teachers = 10 Number of instructional aides = 10

Personnel	Number of Personnel	Number of meetings attended	
		One	Two
Teachers	10	1.5	8.5
Instructional Aides	10	1	9
Total	20	2.5	17.5
Percent	100.00	12.5	87.5

The first full-day inservice session held for teachers and instructional aides was an intensive training session on how to organize and implement the Language Experience approach for teaching reading readiness skills. The general procedure to be developed in the classroom was the small group or "interest center" type of instruction. A locally filmed video tape of one of the Follow Through kindergarten classes was shown on one way to conduct a planning session with the children as they arrive at school.

A short summary of the inservice discussions were: (1) games and activities acceptable at interest centers, (2) how to organize the children into three committees so they know specifically what interest center they are to be at and when to rotate to the next center (the interest centers were labeled or color-coded; each child would be given a yarn necklace with a colored triangle or square to wear that he could match with the color code on the table, etc.), (3) suggested ways for the teacher and instructional aide to plan and work together, (4) a demonstration on educational games that could be made by the teacher for the interest centers, (5) the importance of changing the activities at the interest centers each day and for children at different levels of reading growth, (6) vocabulary games for teaching letters, sounds, and the high frequency words in experience stories the children composed and the teacher transcribed on chart tablets or "shape" books, (7) planning and procedures for field trips, and (8) very precisely what the coordinator thought should be taking place in the classes to insure reading growth for these children during the next six weeks. The classroom atmosphere was to be relaxed, informal, and flexible, but the "interest center" approach was to be incorporated and the procedure was to be followed each day of the summer program. (It was noted with the greatest of interest that it truly was followed, too. Amazingly, all of the teachers tried it (or appeared to try it) for the entire six weeks.)

A suggested day's schedule was as follows:

DAILY SCHEDULE

9:00 - 9:15	Whole Group Planning
9:15 - 10:00	Interest Centers
	(1) Reading (daily attended by the teacher)
	(2) Game Center
	(a) Reading Skills
	(b) Math Skills, peg boards, beads, etc.
	(3) Art Center
	(a) Painting
	(b) Cutting and Pasting
	(c) Clay
	(d) Science center on some days.
10:00 - 10:15	Recess
10:15 - 10:30	Storytime
10:30 - 10:45	Music Period
10:45 - 11:00	Evaluation

The class met as a group at the beginning of each day to plan the day's activity, to compose a short story or sentence using the day's "high frequency word" which the teacher wrote on large chart paper. The children were divided into three groups; each group spent 15 minutes at each interest center; the teacher was at one interest center, the instructional aide at one interest center, and at the other interest center the children had an independent activity--one they could do by themselves.

The Language Experience approach was used for teaching readiness reading skills. The coordinator stressed that the room environment was of prime importance. She suggested that the whole room needed to be labeled so a child couldn't live in it without reading words or deciphering pictures.

At the second inservice meeting many books and games were suggested. Video tapes and filmstrips were shown of model classes filmed and produced by the Wichita Public Schools media center. Then, each teacher shared one or two ideas with the group that they had used with success in their classes.

The teachers were asked (questionnaire item 9) if they thought the "language experience approach" was beneficial to the pupils. Seventy percent (7) of the teachers rated it as beneficial; ten percent (1) stated, "no", and 20 percent (2) gave no response as shown in Table 03.5.

TABLE 03.5

RESPONSES BY TEACHERS OF TITLE I
POST KINDERGARTEN PROGRAM, SUMMER,
1972, TO SELECTED QUESTIONNAIRE ITEMS*

Number of teachers = 10

	Number of respondents					
	Yes		No		No Response	
Questionnaire statement	#	%	#	%	#	%
1. Would you teach this class again ? (Item 6)	7	70	1	10	2	20
2. Were you able to use the equipment and library in the building you were assigned? (Item 8)	8	80	-	-	2	20
3. Was the "language experience approach" beneficial to the pupils in your class? (Item 9)	7	70	1	10	2	20
4. Do you have any indication about parent reactions... (Item 11)	5	50	3	30	2	20

*The questionnaire items were: 6, 8, 9, and 11.

Comments of the teachers were:

"I feel they did gain knowledge in this approach. Six weeks, however, is not long enough to get an adequate record.."

"I feel this was very beneficial and enjoyed by most of my pupils."

"I think it's GREAT! My kids really wanted to learn to read and really enjoyed it. I'm sure going to use it in my first grade this fall."

"I feel that most of the children were able to learn through this approach. By the end of the summer, they were able to recognize the high frequency words in what we wrote together."

"The children were happy with this approach. It has meaning."

"The children made their stories and their books. They were proud to see their names on their books."

"This was an opportunity for some children to express themselves and have others listen, who perhaps never have this opportunity at home."

The one negative statement noted:

"The children did not take it seriously. It was more of a fun thing and a good time."

The classroom supplies most beneficial to teachers in the summer program were:

(1) Little Owl Books
(2) Pairs Word Game
(3) Candy Land Game
(4) Talking Alphabet Kit (for listening center)
(5) Books with tapes
(6) Magic Markers - assorted colors
(7) Oak tag
(8) Large ruled chart tablets (for experience stories)
(9) Teacher constructed games
(10) Scissors, glue, crayons, tempera paints
(11) Construction paper - assorted colors
(12) Library Books
(13) Flannel board
(14) Squared manila paper
(15) Records and record player

Eighty percent (8) of the teachers reported they were able to use the equipment and libraries in their assigned buildings; 20 percent (2) of the teachers gave no response as shown on Table 03.5.

It appeared that some teachers had access to an abundance of supplies; others had to improvise with what was available. All teachers were given uniform supplies (said items 2, 3, 6, 7, 8, 10, and 11 as stated above); some individuals seemed to have the knack of "just locating" additional supplies when needed.

Seventy percent (7) of the teachers responded that the inservice meetings were of "much" value; ten percent (1) of the teachers remarked that it was of "some" value; 20 percent (2) gave no response as shown in Table 03.5.

Eighty percent of the instructional aides replied (Instructional Aide questionnaire item 3) that the inservice training was helpful; ten percent (1) stated "of little value because of minimal correlation with what could be achieved in class"; and ten percent (1) gave no response.

Teachers were asked (questionnaire item 6) to indicate whether or not they would teach this class again. Seventy percent (7) replied, "Yes," they would like to teach Post Kindergarten again; ten percent (1) answered "No"; 20 percent (2) of the teachers gave no response as shown in Table 03.5.

The instructional aides were asked (questionnaire item 2) if they would work in this summer program again. Seventy percent (7) of the instructional aides responded "Yes" they would work in this program again; 20 percent (2) stated "No" and ten percent (1) gave no response.

Sixty percent (6) of the teachers declared that the help provided by the coordinator was of "much" value, ten percent(1) of the teachers marked of "some" value, ten percent (1) of the teachers stated "none" for value, and 20 percent (2) of the teachers gave no response as shown in Table 03.6. Three teacher's comments seemed to summarize the "much value" help the coordinator rendered:

> "_________ was a great resource person..."
>
> "_________ was a great help to me. She shared ideas and guided me through a program that was new to me."
>
> "Having been a classroom teacher herself, she was sharing from her own background of experiences - things she has tried and proven to be successful."

It seems that for a program to be an "on-going" program there needs to be rapport between coordinator, teachers, instructional aides, children, parents, and the school administration. One of the keys to the success of the Post Kindergarten Summer Program, 1972 appeared to be this "team-effort" rapport generated among the summer staff which, mainly, came about because of the tremendous effort put forth by the program coordinator.

TABLE 03.6

RESPONSES BY TEACHERS OF TITLE I POST
KINDERGARTEN PROGRAM, SUMMER, 1972, TO
SELECTED QUESTIONNAIRE ITEMS 1 AND 3

Number of teachers = 10

	Number of respondents							
	Much		Some		None		No Response	
Questionnaire statement	#	%	#	%	#	%	#	%
1. How much value were the three inservice training sessions to you? (Item 1)	7	70	1	10	-	-	2	20
2. Was the help provided by the coordinator of value to you? (Item 3)	6	60	1	10	1	10	2	20

Field trips were an integral part of the summer programs. The coordinator emphasized that the field trips were to be of educational value for the children. Each class was allocated one field trip per class. Some classes combined their field trips so they could have more than one. Field trips away from the school site were used as a means of increasing the child's experiences.

The instructional aides accompanied the teacher on each field trip. It was recommended that there be one adult for every five children. Teachers were encouraged to have parents participate in the field trips.

Bus transportation was provided for said field trips. A combined total of 16 field trips were taken by Post Kindergarten children, a mean of 1.6 field trips per class as shown in Table 03.7. It was necessary for each child to have a permit slip signed by his parents in order to be allowed to leave the school attendance area.

TABLE 03.7

FIELD TRIP EXCURSIONS BY PUPILS ENROLLED IN THE TITLE I POST KINDERGARTEN PROGRAM, SUMMER, 1972

Number of classes = 10*

	Number of field trips	Transportation provided by:	
Location		Jones	Other
A Grocery Store	1		1 (Walked)
KARD Television Station	1		1 (Walked)
MacDonald's Hamburger Stand	1		1 (Walked)
The Rainbow Bakery	4	4	
Riverside Park and Zoo	6	6	
Tour of Greater Wichita	2	2	
The tour included the following: 1. Riverside Park and Zoo 2. The Municipal Airport 3. Cessna Aircraft Co. 4. Wichita Public Library 5. Wichita Police Station 6. Century II Civic Center			
Wichita Fire Station	1		1 (Walked)
Totals	16	12	4

*Two classes did not send their data.

The total number of parental contacts listed by category and frequency are shown in Table 03.8.

Fifty percent (5) of the teachers reported favorable reaction from the parents contacted; 30 percent (3) of the teachers noted they had no indication how the parents viewed the program; 20 percent (2) of the teachers gave no response.

In total, parental involvement was, indeed, rather meagre.

At the end of the summer session each pupil was presented a certificate of attendance in the Post Kindergarten summer program. A copy of the "Elementary Summer School Report," dated July, 1972, which certified attendance in above said program is included in Appendix SS 03.

TABLE 03.8

FREQUENCY OF PARENTAL CONTACTS OF TITLE I POST KINDERGARTEN TEACHERS DURING THE SUMMER OF 1972

Number of teachers = 10* Number of pupils = 156 Number of classes = 10

Number of parental contacts by teachers in the following categories:

Teachers	At school	At their home	By note**	By telephone	On field trips	Other	Total
A	3						3
B	3						3
C	2	1	1	1	1		6
D	2		3	2			7
E				13		1	14
F	4	1		5			10
G	1	1	1				3
H	4						4
I*							0
J*							0
Total	19	3	5	21	1	1	50

*Two teachers did not send their data.
**These notes did not include field trip permits or attendance certificates.

Budget

The Title I Post Kindergarten summer program, 1972, was supplemented by the Elementary-Secondary Education Act, Title I, PL 89-10; the total amount budgeted for this six-week activity was $12,331.16. This included: (1) $6,330.00 for salaries for the following: (a) ten teachers for two hours per day, for 30 days, (b) ten instructional aides for two hours per day, for 30 days, (c) one coordinator for four hours per day, for 30 days, and (d) for 21 teachers and instructional aides for two full days of an orientation workshop at $15.00 per day per person, (2) $1,575.00 for classroom supplies, (3) other expenses such as: (a) coordinator travel expenses, $67.00; (b) pupil bus transportation for ten field trips at $26.00 per trip, $260.00 (each class was allowed one field trip using the bus), and (c) five busses were used to transport pupils to attendance centers at $754.00 per bus or a total of $3,770.00 for the six-week period; thus, other expenses came to a total of $4,097.00; and (4) $329.16 for OASI. The per pupil cost was $79.05. This amount is only the additional cost of this program. It does not include buildings, maintenance, major equipment items, etc. which are normally included in the regular school year per pupil costs.

EVALUATION

The main goal of the Post Kindergarten program was to provide additional pre-reading experiences to target area children about to enter first grade in August, 1972.

Specific objectives chosen for evaluation of the program were:

1. The child enrolled in the Post Kindergarten program will demonstrate improvement in vocabulary, language, and verbal communication skills as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 2, 4, 5, 6, 12, and 15.
2. The child enrolled in the Post Kindergarten program will demonstrate improvement in verbal and non-verbal conceptual structures, as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 3, 11, and 13.
3. The child enrolled in the Post Kindergarten program will demonstrate non-verbal expression as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 1 and 10.
4. The child enrolled in the Post Kindergarten program will demonstrate improvement in the development of self-worth or self-concept as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 7, 9, 16, 17, and 18.
5. The child enrolled in the Post Kindergarten program will develop constructive peer relationships as indicated by teacher responses on the Post Kindergarten Evaluation Instrument, items 8 and 14.
6. The child enrolled in the Post Kindergarten program will demonstrate the ability to recognize the 15 high frequency words ("and", "that", etc.) as measured by oral response to teacher designed instruments.
7. The child enrolled in the Post Kindergarten program will demonstrate the ability to follow simple two-step directions as measured by evaluator and/or teacher evaluation.

The primary factors considered in the evaluation were the stated objectives in the project. The sources of evaluative data used to determine the improvement of the pupils during the project were: (1) Post Kindergarten Evaluation Instrument, (2) Wichita Alphabet Survey, Form A for pretest and Form B for posttest, (3) A List of Fifteen High Frequency Words, (4) a questionnaire for teachers, (5) a questionnaire for instructional aides, (6) enrollment and attendance records, and (7) observation of classes. The above said instruments were locally developed to provide information about the child's development in self-concept and language development during the six-week summer session. Copies of the evaluation instruments are included in Appendix SS 03.

Pupils selected for participation in the Post Kindergarten program were selected by the building principals from enrollment cards filled out by the parents of the children.

One hundred fifty-six children participated in the six-week program. The mean class size was 15.60 pupils per class; the range was from 12 to 22.

The mean number of days attended was 22.55 as shown in Table 03.9. The mean days of absences were 7.45 days per pupil.

TABLE 03.9

SUMMARY ATTENDANCE DATA FOR THE TITLE I
POST KINDERGARTEN SUMMER PROGRAM, 1972

Pupils	Number of pupils	Percent of pupils	Total days attended	Total days absent	X̄ number of days attended	X̄ number of days absent
Boys	76	48.72	1,718	562	22.61	7.39
Girls	80	51.28	1,800	600	22.50	7.50
Total	156	100.00	3,518	1,162	22.55	7.45

Participation statistics were listed for boys, girls and combined classes in Tables 03.10, 03.11, and 03.12 respectively.

Sex and racial composition for Post Kindergarten are listed in Tables 03.13, 03.14, and 03.15. Total enrollment by race included: (1) Caucasian - 45.51%, (2) Oriental - .64%, (3) Negro - 43.59%, (4) Mexican American - 8.97%, and (5) American Indian - 1.28%. In total, there were 2.55% more girls than boys enrolled in Post Kindergarten in the summer of 1972; there were 3.21% more Caucasian boys than Caucasian girls; in contrast, there were: (1) 3.85% more Negro girls than Negro boys, and (2) 2.55% more Mexican American girls than Mexican American boys. Only one (.64%) Chinese girl was enrolled in the program. Two (1.28%) American Indian boys attended said program; no American Indian girls were enrolled during the summer of 1972.

To attempt to get some measure of improvement of self-concept, the teachers were asked to complete a locally-prepared evaluation instrument for each child; on above said instrument the teachers were to indicate by a checkmark whether the pupil's progress in the goal or activity was "much", "some", or "none" during the six-week summer session. Said evaluation instruments were tallied by class and by sex within each class for frequency of the type of improvement made by boys, by girls, and as a combined group of pupils. The results are shown in Tables 03.16, 03.17, and 03.18, for boys, girls and combined classes respectively.

TABLE 03.10

BOYS ENROLLED IN POST KINDERGARTEN SUMMER PROGRAM, 1972

Number of classes = 10 Number of boys = 76

Number of days in the summer session = 30

Classes	# in Class	% in Class	Race* 1	2	3	4	5	Total Days Attended
A	6	42.85	2		2	2		164
B	5	41.66	1		3	1		124
C	4	26.66	4					94
D	11	50.00	5		6			236
E	10	76.92	6		2		2	213
F	10	55.55	8		2			258
G	9	52.94	4		3	2		181
H	6	33.33	3		3			118
I	9	64.28	4		5			193
J	6	46.15	1		5			137
Totals	76	48.72	38	-	31	5	2	1,718

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

Post Kindergarten teachers indicated the following as factors that influenced attendance (questionnaire item 15) during the summer session as follows:

Category	Number of Responses	Number and Percent of Teacher Responses #	%
Illness	7	4	40
Vacation of parents	11	6	60
Oversleeping	9	7	70
Lack of interest	8	4	40
Other reasons:	2	2	20
(1) Rainy Weather	1	1	10
(2) Swimming Lessons	1	1	10
No Response	3	3	30

"Vacation of parents" and "oversleeping" seemed to be the two main factors that influenced attendance (questionnaire item 15) and accounted for the largest number of absences in the summer program.

TABLE 03.11

GIRLS ENROLLED IN POST KINDERGARTEN SUMMER PROGRAM, 1972

Number of classes = 10 Number of girls = 80

Number of days in the summer session = 30

Classes	# in Class	% in Class	Race* 1	2	3	4	5	Total Days Attended
A	8	57.14	2		3	3		145
B	7	58.33	1		3	3		146
C	11	73.33	3		8			224
D	11	50.00	5		5	1		304
E	3	23.07	2		1			77
F	8	44.44	4		3	1		200
G	8	47.05	4	1	3			190
H	12	66.66	9		3			287
I	5	35.71			4	1		63
J	7	53.84	3		4			164
Totals	80	51.28	33	1	37	9	-	1,800

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

TABLE 03.12

PARTICIPATION STATISTICS FOR COMBINED CLASSES ENROLLED IN TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

Number of classes = 10 Number of days in summer session = 30

	Number in class			Race*					Number of days attended		
Classes	Male	Female	Total	1	2	3	4	5	Male	Female	Total
A	6	8	14	4		5	5		164	145	309
B	5	7	12	2		6	4		124	146	270
C	4	11	15	7		8			94	224	318
D	11	11	22	10		11	1		236	304	540
E	10	3	13	8		3		2	213	77	290
F	10	8	18	12		5	1		258	200	458
G	9	8	17	8	1	6	2		181	190	371
H	6	12	18	12		6			118	287	405
I	9	5	14	4		9	1		193	63	256
J	6	7	13	4		9			137	164	301
Totals	76	80	156	71	1	68	14	2	1,718	1,800	3,518

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian.

TABLE 03.13

RACIAL DISTRIBUTION OF BOYS IN THE TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

Race*	1	2	3	4	5	Total
Number of pupils	38	-	31	5	2	76
Percent	24.36	-	19.87	3.21	1.28	48.72

TABLE 03.14

RACIAL DISTRIBUTION OF GIRLS IN THE TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

Race*	1	2	3	4	5	Total
Number of pupils	33	1	37	9	-	80
Percent	21.15	.64	23.72	5.76	-	51.27

TABLE 03.15

RACIAL DISTRIBUTION OF PUPILS IN THE TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

Race*	1	2	3	4	5	Total
Number of pupils	71	1	68	14	2	156
Percent	45.51	.64	43.59	8.97	1.28	99.99

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

NOTE: Percents may not total 100 because of rounding.

TABLE 03.16

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF BOYS ENROLLED IN THE TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

Number of classrooms = 10

Number of boys = 74*

	Number and Percent of pupils making improvement					
	Much		Some		None	
Goal or Activity	#	%	#	%	#	%
1. Child demonstrates ability to interpret creative pictures.	11	14.86	52	70.27	11	14.86
2. Child narrates own experiences to class and/or teacher.	21	28.37	42	56.75	11	14.86
3. Child demonstrates an appreciation for reading.	15	20.27	49	66.21	10	13.51
4. Child has improved ability to express ideas orally and in writing.	16	21.62	46	62.16	12	16.21
5. Child has increased his vocabulary.	7	9.45	53	71.62	14	18.91
6. Child has improved articulation and enunciation.	1	1.35	50	67.56	23	31.08
7. Child shows acceptance of self, establishment of self-worth.	11	14.86	45	60.81	18	24.32
8. Child builds meaningful social relationships.	5	6.75	49	66.21	20	27.02
9. Child is open to experience, can accept his own errors.	6	8.10	47	63.51	21	28.37
10. Child has improved his non-verbal expression (art, rhythm, etc.)	3	4.05	64	86.48	7	9.45
11. Child has sharpened his visual and auditory discrimination	9	12.16	58	78.37	7	9.45
12. Child can express the likenesses and differences in visual and oral media.	8	10.81	61	82.43	5	6.75
13. Child can group mathematical concepts of size, position, and time.	3	4.05	56	75.67	15	20.27
14. Child shows successful learner behavior; has improved ability to learn.	7	9.45	48	64.86	19	25.67
15. Child has improved observation skills, can make generalizations about environment.	6	8.10	56	75.67	12	16.21
16. Child has improved his physical coordination.	5	6.75	58	78.37	11	14.86
17. Child participates in physical exercises.	8	10.81	56	75.67	10	13.51
18. Child has improved health habits, body care.	4	5.40	58	78.37	12	16.21
TOTAL	146	10.96	948	71.18	238	17.86

*Data were not available for two pupils.

TABLE 03.17

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF GIRLS ENROLLED IN THE TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

Number of classes = 10 Number of girls = 76*

	Number and Percent of pupils making improvement					
	Much		Some		None	
Goal or Activity	#	%	#	%	#	%
1. Child demonstrates ability to interpret creative pictures.	32	42.10	41	53.94	3	3.94
2. Child narrates own experience to class and/or teacher.	37	48.68	36	47.36	3	3.94
3. Child demonstrates an appreciation for reading.	27	35.52	46	60.52	3	3.94
4. Child has improved ability to express ideas orally and in writing.	28	36.84	43	56.57	5	6.57
5. Child has increased his vocabulary.	20	26.31	54	71.05	2	2.63
6. Child has improved articulation and enunciation.	11	14.47	60	78.94	5	6.57
7. Child shows acceptance of self, establishment of self-worth.	20	26.31	50	65.78	6	7.89
8. Child builds meaningful social relationships.	18	23.68	55	72.36	3	3.94
9. Child is open to experience, can accept his own errors.	15	19.73	54	71.05	7	9.21
10. Child has improved his non-verbal expression (art, rhythm, etc.)	18	23.68	51	67.10	7	9.21
11. Child has sharpened his visual and auditory discrimination.	17	22.36	55	72.36	4	5.26
12. Child can express the likenesses and differences in visual and oral media.	18	23.68	54	71.05	4	5.26
13. Child can group mathematical concepts of size, position and time.	18	23.68	52	68.42	6	7.89
14. Child shows successful learner behavior; has improved ability to learn.	23	30.26	47	61.84	6	7.89
15. Child has improved observation skills, can make generalizations about environment.	17	22.36	56	73.68	3	3.94
16. Child has improved his physical coordination.	13	17.10	59	77.63	4	5.26
17. Child participates in physical exercises.	16	21.05	56	73.68	4	5.26
18. Child has improved health habits, body care.	13	17.10	58	76.31	5	6.57
TOTAL	361	26.39	927	67.76	80	5.84

*Data were not available for four pupils. They did not attend class long enough to be evaluated.

TABLE 03.18

RESPONSES OF TEACHERS CONCERNING IMPROVEMENT OF COMBINED CLASSES ENROLLED IN THE TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972.

Number of classes = 10	Number of children = 150*					
	Number and Percent of pupils making improvement					
	Much		Some		None	
Goal or Activity	#	%	#	%	#	%
1. Child demonstrates ability to interpret creative pictures.	43	28.66	93	62.00	14	9.33
2. Child narrates own experience to class and/or teacher.	58	38.66	78	52.00	14	9.33
3. Child demonstrates an appreciation for reading.	42	28.00	95	63.33	13	8.66
4. Child has improved ability to express ideas orally and in writing.	44	29.33	89	59.33	17	11.33
5. Child has increased his vocabulary.	27	18.00	107	71.33	16	10.66
6. Child has improved articulation and enunciation.	12	8.00	110	73.33	28	18.66
7. Child shows acceptance of self, establishment of self-worth.	31	20.66	95	63.33	24	16.00
8. Child builds meaningful social relationships.	23	15.33	104	69.33	23	15.33
9. Child is open to experience, can accept his own errors.	21	14.00	101	67.33	28	18.66
10. Child has improved his non-verbal expression (art, rhythm, etc.)	21	14.00	115	76.66	14	9.33
11. Child has sharpened his visual and auditory discrimination.	26	17.33	113	75.33	11	7.33
12. Child can express the likenesses and differences in visual and oral media.	26	17.33	115	76.66	9	6.00
13. Child can group mathematical concepts of size, position and time.	21	14.00	108	72.00	21	14.00
14. Child shows successful learner behavior; has improved ability to learn.	30	20.00	95	63.33	25	16.66
15. Child has improved observation skills, can make generalizations about environment.	23	15.33	112	74.66	15	10.00
16. Child has improved his physical coordination.	18	12.00	117	78.00	15	10.00
17. Child participates in physical exercises.	24	16.00	112	74.00	14	9.33
18. Child has improved health habits, body care.	17	11.33	116	77.33	17	11.33
TOTAL	507	18.78	1875	69.45	318	11.77

*Data were not available for six pupils.

TABLE 03.19

RANK ORDER OF THE PERCENT RATINGS FOR BOYS IN THE 'MUCH' IMPROVEMENT COLUMN OF THE POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER, 1972

Number of classes = 10 Number of boys = 72*

Goal or Activity	Percent	Item number
1. Child narrates own experiences to class and/or teacher.	28.37	2
2. Child has improved ability to express ideas orally and in writing.	21.62	4
3. Child demonstrates an appreciation for reading.	20.27	3
4. Child demonstrates ability to interpret creative pictures.	14.86	1
5. Child shows acceptance of self, establishment of self-worth.	14.86	7
6. Child has sharpened his visual and auditory discrimination.	12.16	11
7. Child can express the likenesses and differences in visual and oral media.	10.81	12
8. Child participates in physical exercises.	10.81	17
9. Child has increased his vocabulary.	9.45	5
10. Child shows successful learner behavior; has improved ability to learn.	9.45	14
11. Child is open to experience, can accept his own errors.	8.10	9
12. Child has improved observation skills, can make generalizations about environment.	8.10	15
13. Child builds meaningful social relationships.	6.75	8
14. Child has improved his physical coordination.	6.75	16
15. Child has improved health habits, body care.	5.40	18
16. Child has improved his non-verbal expression (art, rhythm, etc.)	4.05	10

Goal or Activity	Percent	Item number
17. Child can group mathematical concepts of size, position, and time.	4.05	13
18. Child has improved articulation and enunciation.	1.35	6

*Data were not available for two pupils.

TABLE 03.20

RANK ORDER OF THE PERCENT RATINGS FOR GIRLS IN THE 'MUCH' IMPROVEMENT COLUMN OF THE POST KINDERGARTEN EVALUATION INSTRUMENT, SUMMER, 1972

Number of classes = 10 Number of girls = 76*

Goal or Activity	Percent	Item number
1. Child narrates own experiences to class and/or teacher.	48.63	2
2. Child demonstrates ability to interpret creative pictures.	42.10	1
3. Child has improved ability to express ideas orally and in writing.	36.84	4
4. Child demonstrates an appreciation for reading.	35.52	3
5. Child shows successful learner behavior, has improved ability to learn.	30.26	14
6. Child has increased his vocabulary.	26.31	5
7. Child shows acceptance of self, establishment of self-worth.	26.31	7
8. Child builds meaningful social relationships.	23.68	8
9. Child has improved his non-verbal expression (art, rhythm, etc.)	23.68	10
10. Child can express the likenesses and differences in visual and oral media.	23.68	12
11. Child can group mathematical concepts of size, position, and time.	23.68	13
12. Child has sharpened his visual and auditory discrimination.	22.36	11
13. Child has improved observation skills, can make generalizations about environment.	22.36	15
14. Child participates in physical exercises.	21.05	17
15. Child is open to experience, can accept his own errors.	19.73	9

Goal or Activity	Percent	Item number
16. Child has improved his physical coordination.	17.10	16
17. Child has improved health habits, body care.	17.10	18
18. Child has improved articulation and enunciation.	14.47	6

*Data were not available for four pupils.

The percent ratings in the "much" improvement column for boys in Table 03.19 are listed in rank order.

The percent ratings in the "much" improvement column for girls in Table 03.20 are listed in rank order.

In the top fourth of the "much" improvement rankings both boys and girls demonstrated the highest percent of improvement in (1) narrates own experiences to class and teacher, (2) ability to express ideas orally and in writing (the teacher wrote the spoken words on large chart tablets), (3) an appreciation for reading, and (4) ability to interpret creative pictures. Both boys and girls had the lowest percent of "much" improvement in item 6, improved articulation and enunciation, 1.35% and 14.47% respectively. It was noted that item 6 was marked as the lowest amount of improvement gain for both boys and girls during the summers of 1970 and 1971.

In the "some" improvement column of the evaluation instrument as a group the boys were rated higher in items 1, 2, 3, 4, 10, 11, 12, 13, 14, 15, 16, 17, and 18 which were: (1) child demonstrates ability to interpret creative pictures: boys - 70.27%, girls 53.94% (item 1), (2) child narrates own experiences to class and/or teacher, - boys 56.75%, girls 47.36% (item 2), (3) child demonstrates an appreciation for reading - boys 66.21%, girls 60.52% (item 3), (4) child has improved ability to express ideas orally and in writing - boys 62.16%, girls 56.57% (item 4), (5) child has improved his non-verbal expression - boys 86.48%, girls 67.10% (item 10), (6) child has sharpened his visual and auditory discrimination - boys 78.37%, girls 72.36% (item 11), (7) child can express the likenesses and differences in visual and oral media - boys 82.43%, girls 71.05% (item 12), (8) child can group mathematical concepts of size, position and time - boys 75.67%, girls 68.42% (item 13), (9) child shows successful learner behavior; has improved ability to learn - boys 75.67%, girls 61.84% (item 14), (10) child has improved observation skills, can make generalizations about environment - boys 75.67%, girls 73.68% (item 15), (11) child has improved his physical coordination - boys 78.37%, girls 77.63% (item 16), (12) child participates in physical exercises - boys 75.67%, girls 73.68% (item 17), and (13) child has improved health habits, body care - boys 78.37%, girls 76.31% (item 18). The girls had a higher percent of ratings on the other five items marked "some" improvement than the boys as shown in Table 03.21.

The boys excelled the girls in all items that were checked in the "none" improvement column as shown on Table 03.16.

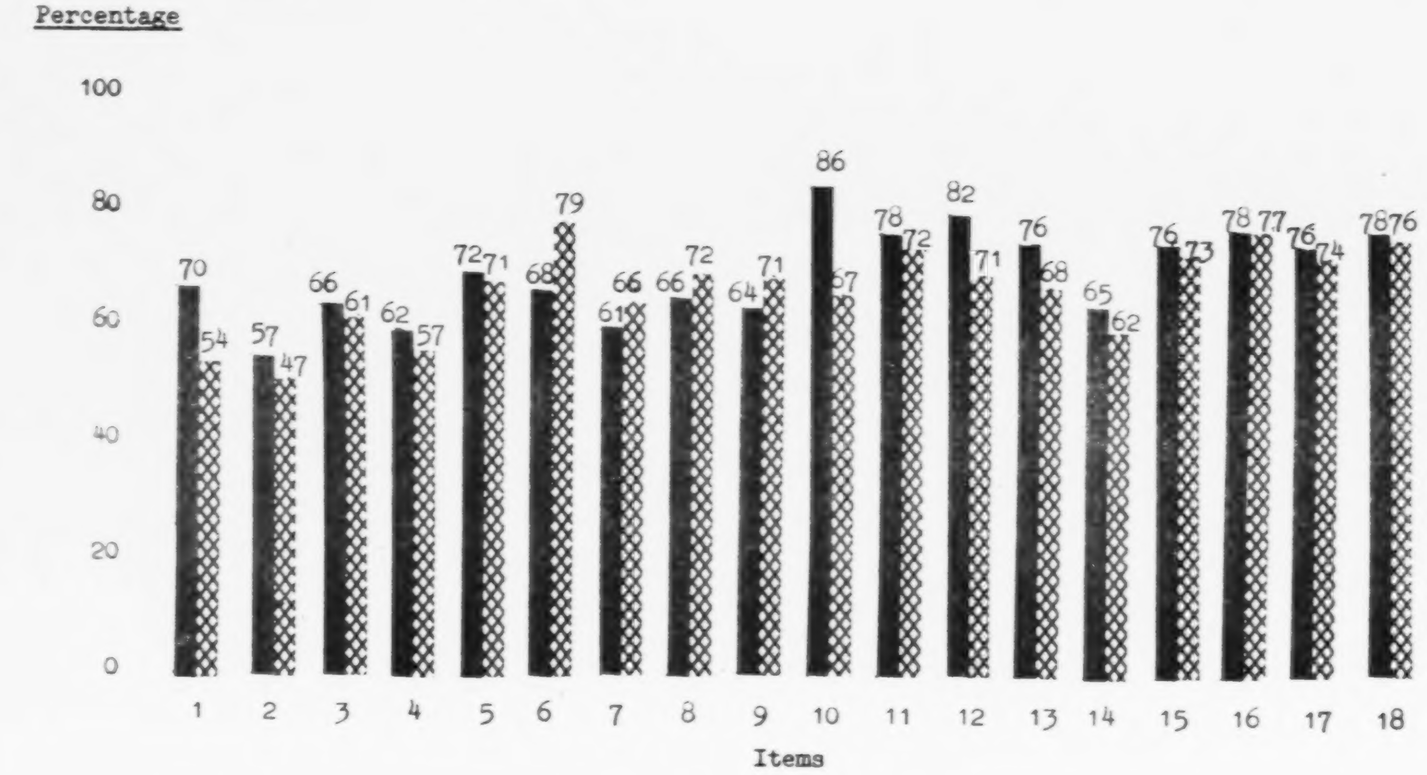
TABLE 03.21

A HISTOGRAM ON THE COMPARISON OF THE PERCENTAGE OF 'SOME' IMPROVEMENT FOR BOYS* AND GIRLS* ON THE POST KINDERGARTEN EVALUATION INSTRUMENT, 1972

Boys N=74 ■

Girls N=76 ▨

Time interval = six weeks



*'Some' improvement figures taken from Tables 03.16 and 03.17.

Responses of teachers on "Part II Post Kindergarten Evaluation Instrument Concerning Specific Observations" for boys, girls and combined classes are shown in Tables 03.22, 03.23, and 03.24 respectively.

According to teacher respondents on "Part II Post Kindergarten Evaluation Concerning Specific Observations", 98 percent (147) of the children in Post Kindergarten were able to recognize their name in print at the end of the summer session, 1972 (item 1); 88 percent (132) were able to print their first name correctly (item 2), whereas only 28 percent (43) were able to print their last name correctly (item 3); 80 percent (120) were able to follow simple two-step directions (item 4); 38 percent (57) were able to identify each of the letters of the alphabet (item 5) as tabulated in Table 03.24 for combined classes.

It was noted that three of the above said items - one, two, and four - were in the upper quartile; two items - three and five - were in the second quartile.

A comparison of the percent of goals met by boys and girls on Part II Post Kindergarten Evaluation is shown in Table 03.25.

TABLE 03.22

RESPONSES OF TEACHERS ON PART II POST KINDERGARTEN EVALUATION INSTRUMENT CONCERNING SPECIFIC OBSERVATIONS OF BOYS ENROLLED IN THE SUMMER PROGRAM, 1972

Time interval = six weeks
Number of classes = 10
Number of boys = 74*

	Number and Percent of pupils who met stated goals			
	Yes		No	
Goals	#	%	#	%
1. The child is able to recognize his name in print.	72	97.29	2	2.70
2. The child is able to print his first name correctly.	62	83.78	12	16.21
3. The child is able to print his last name correctly.	20	27.02	54	72.97
4. The child is able to follow simple two step directions. (e.g.: Pick up the pencil and close the door. Print your name on this paper; then put it on the table. etc.).	56	75.67	18	24.32
5. The child is able to identify each of the letters of the alphabet orally.	20	27.02	54	72.97

*Data were not available for two (2) pupils.

TABLE 03.23

RESPONSES OF TEACHERS ON PART II POST KINDERGARTEN EVALUATION INSTRUMENT CONCERNING SPECIFIC OBSERVATIONS OF GIRLS ENROLLED IN THE SUMMER PROGRAM, 1972

Time interval = six weeks
Number of classes = 10

Number of girls = 76*

	Number and Percent of pupils who met stated goals			
	Yes		No	
Goals	#	%	#	%
1. The child is able to recognize his name in print.	75	98.68	1	1.31
2. The child is able to print his first name correctly.	70	92.10	6	7.89
3. The child is able to print his last name correctly.	23	30.26	53	69.73
4. The child is able to follow simple two step directions. (e.g. Pick up the pencil and close the door. Print your name on this paper; then put it on the table. etc.).	64	84.21	12	15.78
5. The child is able to identify each of the letters of the alphabet orally.	37	48.68	39	51.31

*Data were not available for four (4) pupils.

TABLE 03.24

RESPONSES OF TEACHERS ON PART II POST KINDERGARTEN EVALUATION INSTRUMENT CONCERNING SPECIFIC OBSERVATIONS OF COMBINED CLASSES ENROLLED IN THE SUMMER PROGRAM, 1972

Time interval = six weeks
Number of classes = 10

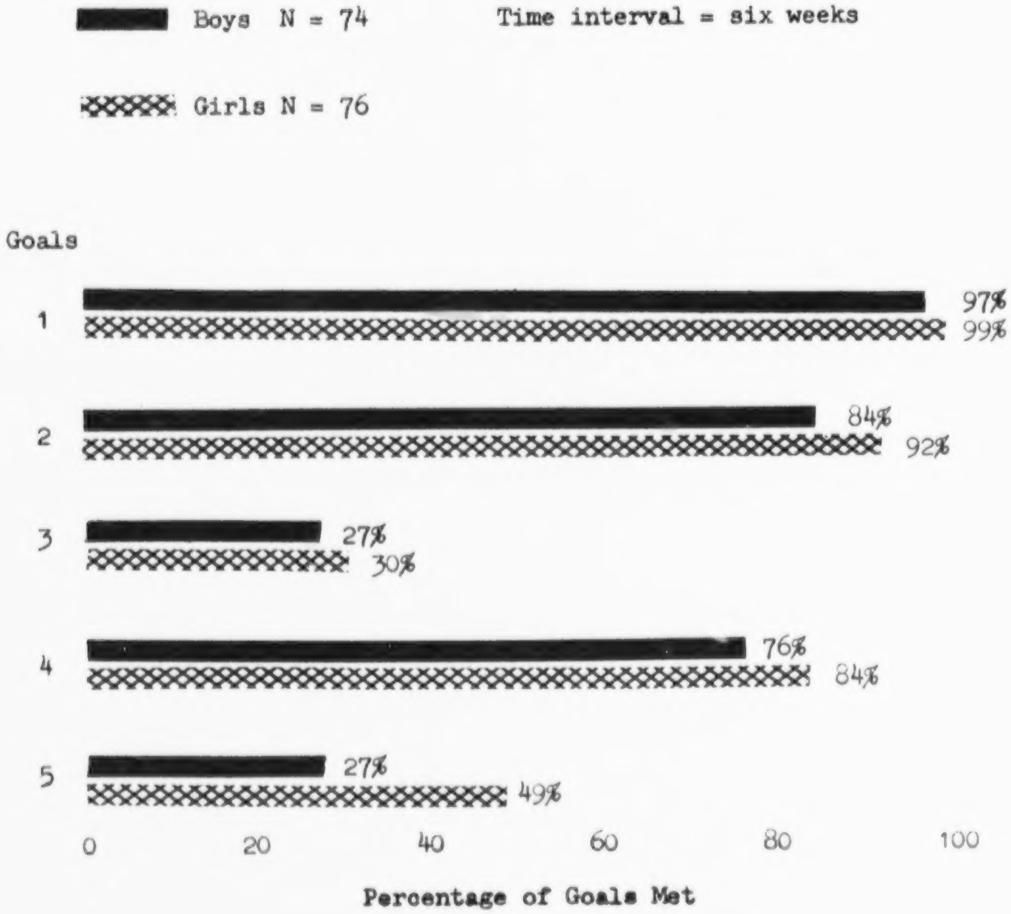
Number of pupils = 150*

	Number and Percent of pupils who met stated goals			
	Yes		No	
Goals	#	%	#	%
1. The child is able to recognize his name in print.	147	98.00	3	2.00
2. The child is able to print his first name correctly.	132	88.00	18	12.00
3. The child is able to print his last name correctly.	43	28.66	107	71.33
4. The child is able to follow simple two step directions. (e.g. Pick up the pencil and close the door. Print your name on this paper; then put it on the table. etc.).	120	80.00	30	20.00
5. The child is able to identify each of the letters of the alphabet orally.	57	38.00	93	62.00

*Data were not available for six (6) pupils.

TABLE 03.25

A BAR GRAPH ON THE COMPARISON OF THE PERCENTAGE OF GOALS MET BY BOYS AND GIRLS AS INDICATED BY TEACHER RESPONSES ON PART II POST KINDERGARTEN EVALUATION INSTRUMENT CONCERNING SPECIFIC OBSERVATIONS SUMMER, 1972



To attempt to get some measure as to whether children were able to match upper and lower case letters of the alphabet and recognize the 15 high frequency words, locally prepared instruments were administered to a stratified random sampling of children the first week and last week of the six-week summer session. The results are shown on Tables 03.26 and 03.27 respectively. Copies of the instruments are included in the Appendix.

The children enrolled in Post Kindergarten had a mean gain of 8.52 points on the instrument for upper and lower case letters to be matched. Of the children in the stratified random sampling, eight (38.09%) were able to match all 26 letters correctly and say the names of the letters correctly on the posttest as shown in Table 03.26; however, on the posttest the children did match correctly 80 percent (80%) of the upper and lower case letters, but knew only 62 percent of the letter names. It appears that some of the children have still not become aware of or mastered the grapheme-phoneme correspondences (the sound-symbol relationships). The coordinator emphasized to the teachers the importance of modeling and verbalizing to the children as an activity was in progress. The goal of being able to match upper and lower case letters has been met; it is rather disappointing that in the process the letter names (or sounds as some Distar people would proclaim) were not learned by all of the children, too.

For being able to match upper and lower case letters by Post Kindergarten children on the posttest, the range was from one to 26, the median was 24, and the mean was 20.81.

On the instrument developed for the 15 high frequency words the children were asked to say the words (the words were printed beginning with lower case letters and upper case letters) orally. Six children were asked to read sentences from their "shape" books (books cut into shapes such as a pineapple if they had had a pineapple tasting party and wrote their own stories about said party); they were able to tell about the pineapple party. It is quite evident that the instrument is too difficult for this age child or the children didn't learn the words; there was an average gain of 1.81 high frequency words during the six-week session. The range was from 0 to 15 words; one-fourth of the children knew 14 to 15 words. The percentage gain of decoded words was 1.81 . Perhaps the sample should have been larger. During observations of classes it did appear that the children were submerged in language. Although the goal was not met of being able to decode the 15 high frequency words in experience charts (or being able to recognize the 15 high frequency words out of context), the children did achieve a small gain and appeared to enjoy themselves immensely.

TABLE 03.26

UPPER AND LOWER CASE ALPHABET LETTERS MATCHED BY PUPILS ENROLLED IN POST KINDERGARTEN SUMMER PROGRAM, 1972

Number of children = 21*	English Alphabet = 26 letters
Number of classes = 9**	Time interval = six weeks

	Upper and Lower Case Alphabet Letters Matched					Percent of Letter Names Known On Posttest	
	Pretest		Posttest				
Child Client	Number Correct	Percent Matched	Number Correct	Percent Matched	Percent Of Gain	Number	Percent
A	23	88	26	100	11	26	100
B	17	65	26	100	35	26	100
C	24	92	26	100	8	26	100
D	8	31	26	100	69	11	42
E	0	-	1	4	4	1	4
F	7	44	13	50	23	7	27
G	5	19	17	65	46	5	19
H	25	96	26	100	4	26	100
I	1	4	14	54	50	10	38
J	25	96	26	100	4	26	100
K	10	38	19	73	35	12	46
L	4	15	20	77	61	16	61
M	16	61	24	92	31	24	92
N	14	54	25	96	42	18	69
O	2	8	17	65	58	6	23
P	0	-	16	61	61	0	-
Q	13	50	22	85	35	17	65
R	10	38	24	92	54	26	100
S	4	15	17	65	50	4	15
T	26	100	26	100	-	26	100
U	24	92	26	100	8	26	100
TOTAL	258	47	437	80	33	339	62
	$\bar{X} = 12.29$		$\bar{X} = 20.81$			$\bar{X} = 16.14$	

---

*In June, 1972 four children were randomly selected and tested from each of the ten Post Kindergarten classrooms. Twenty-one of these 40 children were present for the July, 1972 Posttest.

**Data from one class were not available.

TABLE 03.27

PRETEST AND POSTTEST SCORES ON FIFTEEN HIGH FREQUENCY WORDS* ADMINISTERED TO A STRATIFIED RANDOM SAMPLING OF CHILDREN ENROLLED IN POST KINDERGARTEN SUMMER PROGRAM, 1972

Number of children = 21**

Number of classes = 9***
Time interval = six weeks

PRETEST			POSTTEST		
Word Interval	Frequency of scores	Known Number of words	Word Interval	Frequency of scores	Known Number of words
15	1	15	15	3	45
14	2	28	14	2	28
13	1	13	13	1	13
12	1	12	12	0	0
11	1	11	11	2	22
10	0	0	10	0	0
9	0	0	9	1	9
8	1	8	8	0	0
7	0	0	7	0	0
6	1	6	6	2	12
5	0	0	5	1	5
4	0	0	4	1	4
3	3	9	3	2	6
2	4	8	2	2	4
1	4	4	1	4	4
0	2	0	0	1	0
	N = 21	114		N = 21	152
		$\overline{X} = 5.43$			$\overline{X} = 7.24$

---

*Harrison, M. Lucile, Durr, William R., McKee, Paul, and Kittell, Jack E. Getting Ready To Read. Boston: Houghton Mifflin Company, 1971.

The "fifteen high frequency words" are those 15 words introduced in Getting Ready to Read. The words are: a, and, go, he, I, in, is, it, not, on, the, to, we, will, and you.

**In June, 1972, four children were randomly selected and tested from each of the ten Post Kindergarten classrooms. Twenty-one of these 40 children were present for the July, 1972 Posttest.

***Data from one class were not available.

RECOMMENDATIONS

The results indicate that the program accomplished four objectives and the fifth objective to some degree.

The following recommendations are made:

- continue and expand the program for the benefit of as many children as possible;
- continue to conduct the inservice training sessions prior to the summer session and during the summer session;
- continue to use the Language Experience approach to teach reading readiness skills;
- continue to incorporate the services of instructional aides in the program;
- develop and test new instruments appropriate to use for the collection of data about how the six-year-old child learns; and
- design, plan, and conduct four parent meetings during the summer session in order to promote more parent involvement in the school program with a stipend available for parents and staff members who participate in said meetings.

APPENDIX SS 03

SS 03-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR THE EVALUATION OF TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

1. How much value were the three inservice training sessions to you?

   Much ________ Some ________ None ________

2. Indicate in what ways the inservice meetings were helpful or why they were of no help. ____________________

   ____

   ____

   ____

   ____

3. Was the help provided by the coordinator of value to you?

   Much ________ Some ________ None ________

   Comments: ____________________

   ____

   ____

4. How could the job of the coordinator be made more effective?

   Comments: ____________________

   ____

   ____

5. Have you taught previous Post Kindergarten summer school programs?

   (Check) Summer 71 ________, Summer 70 ________, Summer 69 ________,

   Summer 68 ________, Summer 67 ________, Summer 66 ________.

6. Would you teach this class again?

   Yes ________ No ________ Undecided ________

SS 03-B2

Comments: ______________________________

____

7. Which classroom supplies were of most benefit to your class?

(List in rank order.) ______________________________

____

____

____

8. Were you able to use the equipment and library in the building you were assigned? Yes ________ No ________

Comments: ______________________________

____

____

9. In your opinion was the "language experience approach" beneficial to the pupils in your class?

Yes __________ No __________ Undecided __________

Comments: ______________________________

____

____

____

10. Describe briefly the instructional procedures and class activities you used. ______________________________

____

____

____

11. Do you have any indication about parent reactions (positive, negative, or indifferent) to the Post Kindergarten summer program?

Yes __________ No __________

SS 03-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR THE EVALUATION OF TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

1. How much value were the three inservice training sessions to you?

   Much ________ Some ________ None ________

2. Indicate in what ways the inservice meetings were helpful or why they were of no help. ________________________________

   ____

   ____

   ____

   ____

3. Was the help provided by the coordinator of value to you?

   Much ________ Some ________ None ________

   Comments: ____

   ____

   ____

4. How could the job of the coordinator be made more effective?

   Comments: ____

   ____

   ____

5. Have you taught previous Post Kindergarten summer school programs?

   (Check) Summer 71 ________, Summer 70 ________, Summer 69 ________,

   Summer 68 ________, Summer 67 ________, Summer 66 ________.

6. Would you teach this class again?

   Yes ________ No ________ Undecided ________

SS 03-B3

Comments: ____

____

____

12. Did you have parental contacts? (Give approximate number)

At school ______________ By telephone ______________

At their home ______________ On field trips ______________

By note ______________ Other ______________

13. List the field trips which were taken:

Trips	Transportation provided by:

14. Briefly describe the activities performed by your aide that were of most value to you. ____

____

____

____

15. What factors influenced attendance? (Give approximate number)

Illness ______________ Oversleeping ______________

Vacation of parents ______________ Lack of interest ______________

______________ Other reasons: ____

____

16. You are invited to write any additional comments you wish concerning the strengths or weaknesses of the Post Kindergarten summer program, or any other comments.

SS 03-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

TITLE I POST KINDERGARTEN TEACHER AIDE QUESTIONNAIRE
SUMMER, 1972

School ______________________________

Highest level of education _______________

1. Have you participated as a teacher's aide in previous programs?

   Yes ___________ No ____________

   Summer Programs ____1966 ____1967 ____1968 ____1969 ____1970 ____1971

   Full Year Programs ____1966 ____1967 ____1968 ____ 1969 ____1970

   ____1971

   Comments: ____

   ____

2. Would you work in this summer program again?

   Yes _________ No _________ Undecided __________

   Comments: ____

   ____

3. Indicate in what ways the inservice meetings were helpful or why they were of no help. ____

   ____

   ____

4. Describe the duties and activities performed by you as a teacher's aide in the Post Kindergarten summer program.

   ____

   ____

   ____

   ____

   ____

SS 03-C2

5. You are invited to write any additional comments you wish concerning the strengths and weaknesses of the Post Kindergarten summer program, or any other comments.

SS 03-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Post Kindergarten Evaluation

Teacher ______________________________ School ____________________________

Fill out one form for each pupil.
Return to the Research Office at the close of summer school.

Pupil's Name _____________________________ Sex ________ Race _______________

Days Present _______________ Days Absent ________________ Tardy ____________

Goal or Activity	Improvement*		
	Much	Some	None
1. Child demonstrates ability to interpret creative pictures.			
2. Child narrates own experiences to class and/or teacher.			
3. Child demonstrates an appreciation for reading.			
4. Child has improved ability to express ideas orally and in writing.			
5. Child has increased his vocabulary.			
6. Child has improved articulation and enunciation.			
7. Child shows acceptance of self, establishment of self-worth.			
8. Child builds meaningful social relationships.			
9. Child is open to experience, can accept his own errors.			
10. Child has improved his non-verbal expression (art, rhythm, etc.)			
11. Child has sharpened his visual and auditory discrimination.			
12. Child can express the likenesses and differences in visual and oral media.			
13. Child can group mathematical concepts of size, position, and time.			
14. Child shows successful learner behavior; has improved ability to learn.			
15. Child has improved observation skills, can make generalizations about environment.			
16. Child has improved his physical coordination.			
17. Child participates in physical exercises.			
18. Child has improved health habits, body care.			

*KEY - Indicate pupil's progress during the program in each category.

PART II POST KINDERGARTEN EVALUATION

This part of the instrument concerns specific observations you have made about the child in regard to the listed goals.

Goals	Teacher Observation*	
	Yes	No
1. The child is able to recognize his name in print.		
2. The child is able to print his first name correctly.		
3. The child is able to print his last name correctly.		
4. The child is able to follow simple two step directions. (Ex.: Pick up the pencil and close the door. Print your name on this paper; then put it on the table.etc.)		
5. The child is able to identify each of the letters of the alphabet orally.		

*Indicate the pupil's ability to perform the above tasks during the summer session.

SS 03-E1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

WICHITA ALPHABET SURVEY
FORM A

Pupil ______________________ Age ________ School ______________

Date ____________________ Teacher ________________________________

Fill out one form for each pupil.
Return to the Research Office.

DIRECTIONS: Have the pupil say each letter orally.
Put a plus (+) by each letter the pupil says correctly.
Record response for diagnostic purposes.

a ____
b ____
c ____
d ____
e ____
u ____

f ____
g ____
h ____
i ____
j ____

k ____
l ____
m ____
n ____
o ____

p ____
q ____
r ____
s ____
t ____

z ____
v ____
w ____
x ____
y ____

Y ____
Z ____

A ____
B ____
C ____
D ____

E ____
F ____
G ____
H ____

I ____
J ____
K ____
L ____

M ____
N ____
O ____
P ____

Q ____
R ____
S ____
T ____

U ____
V ____
W ____
X ____

SS 03-F1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

WICHITA ALPHABET SURVEY
FORM B
TEACHER CHECKLIST FOR UPPER AND LOWER CASE LETTERS

Pupil ____________________ Age __________ School ______________

Date ____________________ Teacher ________________________________

This instrument is designed to determine if the child is able to say the names of the letters and match the upper and lower case letters of the alphabet correctly.

It is important that the teacher establish rapport with the child before starting the survey. A suggested format might be as follows: "I would like you to play an alphabet game with me. I will show you some capital letters and some small letters. You say the name of each letter. Match each small letter with the capital letter that has the same name."

DIRECTIONS: (1) Have the pupil say and match each letter orally.
(2) Put a plus by each upper and lower case letter that is matched correctly.
(3) Record response for diagnostic purposes.
(4) Present the cards one at a time in exact order: Card I, Card II, Card III, and Card IV.

Dd ________ Ff ________ Gg ________ Ii ________

Mm ________ Oo ________ Aa ________ Bb ________

Cc ________ Jj ________ Ee ________ Ww ________

Tt ________ Kk ________ Ss ________ Nn ________

Zz ________ Pp ________ Hh ________ Yy ________

Uu ________ Ll ________ Rr ________ Qq ________

Vv ________ Xx ________

SS 03-G1

TITLE I POST KINDERGARTEN SUMMER PROGRAM, 1972

A LIST OF FIFTEEN HIGH FREQUENCY WORDS*

Student ______________________ Age ______ School ______________

Date ______________________ Teacher ______________________

Fill out one form for each pupil.
Return to the Research Office.

DIRECTIONS: Have the pupil say each word orally.
Put a check mark by each word the pupil says correctly.

Fifteen High Frequency Words

1. is ________	1. Is ________
2. in ________	2. In ________
3. the ________	3. The ________
4. go ________	4. Go ________
5. will________	5. Will ________
6. not ________	6. Not ________
7. on ________	7. On ________
8. he ________	8. He ________
9. and ________	9. And ________
10. I ________	10. I ________
11. to ________	11. To ________
12. we ________	12. We ________
13. you ________	13. You ________
14. it ________	14. It ________
15. a ________	15. A ________

---

* Harrison, M. Lucile, Durr, William K, McKee, Paul, and Kittell, Jack E. Getting Ready To Read. Boston: Houghton Mifflin Company, 1972.

SS 03-H1

ELEMENTARY SUMMER SCHOOL REPORT

July, 1972

This is to certify that ____
Name of child

has attended a six-week summer school session at ____________________
School

enrolled in ____
Title of Class

Present ________________
Days

____
Teacher

Comments:

SS 04.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
POST FIRST GRADE PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Phyllis L. Curtis, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 04.01

POST FIRST GRADE, 1971-72

SUMMARY

A six-week summer program was organized in seven Title I schools in the low income target area of Greater Wichita for 82 six-year-old children who had just finished the first grade who were in need of additional mathematical experiences. Classes met daily for two hours for six weeks.

A laboratory-type approach which incorporated large group instruction and small group instruction at interest centers in order to more adequately insure individual instruction for each child was the design of the program. Art was an integral part of said program. The guide developed for the Wichita Primary Mathematics Project was used to provide direction for the teachers in the sequence and development of basic mathematical concepts using math games and concrete materials to provide an array of experiences.

Stated as goals the program aimed for each child to be able at the end of the session to:

(1) compute addition and subtraction problems through sixes,
(2) be able to recognize numerals to 100, and
(3) understand measurement concepts of capacity, time, length, and money as described on the checklist for grade one (Primary Mathematics Guide).

The total staff consisted of seven teachers, one coordinator, and an area principal. The staff was integrated. The adult-pupil ratio was 1 to 10.25.

A two-day orientation for the above said teachers was held prior to the opening of summer school. The Coordinator of Post First Grade directed the orientation under the general direction of the Coordinator of Primary Education.

Transportation was provided for Title I children from closed target area schools to other Title I attendance centers or extended service schools. The goals appeared to have been met to some degree.

It has been recommended that the program be established next year with emphasis on three components: (1) an attempt to more actively enroll more children in the program in the Greater Wichita area, (2) to continue to expose more primary teachers to the exemplary inservice training provided for the teachers at the mathematics orientation sessions, and (3) more active parent involvement be incorporated in the program design.

ACTIVITY CONTEXT

The Title I Post First Grade summer program was designed primarily for seven-year-old children living in the low income target area of Greater Wichita who had just completed first grade in order to provide additional experiences in the development of skills in mathematics, before entering the second grade in August, 1972.

Post First Grade was initiated in the summer of 1972.

A process-oriented curriculum approach used interest centers daily to insure more individual instruction for each child in his area of specific need. A daily record was kept of each child's progress.

PROGRAM DESCRIPTION

Scope

The Post First Grade summer program was designed for 82 children living in the target area of Greater Wichita who had completed the first grade.

The primary purpose of the program was the development of skills in mathematics.

Stated as goals the program aimed for each child participant to be able at the end of six weeks to do the following:

(1) compute addition and subtraction problems through sixes, and
(2) understand measurement concepts of capacity, time, length, and money as described on the checklist for grade one (A Program of Mathematics For Primary Grades).

The general organization of the classroom was to have small groups of children at three or four interest centers (depending on the size of the group) in order to more adequately insure individual instruction for each child.

Personnel

Seven teachers were employed to participate in the Title I Post First Grade summer program. Six teachers were selected from the regular teaching staff. All teachers were duly certificated by the State of Kansas; all of the teachers were female. Eighty-six percent (6) of the teachers had had previous experience in the elementary area. Fourteen percent (1) of the teachers had had no previous teaching experience. The teachers were selected from a wide range of assignments as shown in Table 04.1.

The percentage distribution of teachers in the Title I Post First Grade program was 86 percent Caucasian and 14 percent Negro as shown in Table 04.1.

The program coordinator was a Mathematics Specialist; he was coordinator for the Primary Mathematics Program for elementary schools during the regular school year. His responsibilities were as follows:

(1) to direct a two-day orientation workshop for the summer staff prior to the opening of summer school,

TABLE 04.1

TEACHERS SELECTED FOR TITLE I
POST FIRST GRADE SUMMER PROGRAM, 1972

Number of teachers = 7

Teachers*	Race Caucasian	 Negro	Regular Teaching Assignment
3	3		Second Grade
1	1		EMH Third Grade
1	1		Fourth Grade
1	1		Instructional Math Consultant
1		1	First Teaching Experience
Total 7	6	1	
Percent 100	85.71	14.28	

*Only Caucasian and Negro teachers taught in the summer program.

(2) to supervise the program,
(3) to distribute supplies, and
(4) to consult with teachers.

All instructional personnel were employed for two hours per day (9:00 - 11:00 a.m.), five days a week, for the six-week period.

A librarian, social worker and area principal were available in each of the schools; above said personnel were locally funded by the Wichita Public Schools, USD #259.

Procedures

This report covers the six weeks period of the summer program. A two-day orientation workshop was held for the teachers prior to the beginning of the summer session from June 9-10, 1972 at Mueller School in a classroom designated as a mathematics laboratory. During this workshop the teachers were oriented to the philosophy of the Primary Mathematics Program, constructed games and visual aids, and instructed how to use the skill sheets which were to be used by the teacher to keep a daily record of the student's mastery of concepts to be developed during the summer program. The teachers and coordinator were paid a stipend of fifteen dollars for each day they attended the workshop.

Eighty-six percent (6) of the teachers attended the two-day workshop; fourteen percent (1) of the teachers attended one and one-half days of the workshop.

On a questionnaire* all the teachers (100%) indicated that the two-day inservice training sessions were of "much value"; all teachers (100%) stated that the help provided by the coordinator was of "much value" in implementing this new approach to teaching mathematics.

Seventy-one percent (5) of the teachers stated they would teach this class again; twenty-nine percent (2) of the teachers were undecided.

Following is an agenda of the workshop meetings:

Post First Grade Orientation Workshop Schedule

June 9

9:00 - 10:00	Introduction Theory Presentation and Discussion
10:00 - 10:30	Buzz session and coffee
10:30 - 12:00	Construction of math games
12:00 - 1:00	Lunch
1:00 - 2:00	Theory Presentation and Discussion
2:00 - 2:30	Buzz session and coffee
2:30 - 4:00	Construction of the following items: (1) Individual Flannel Boards, 9" x 12" (2) Show Me Boards, 4" x 13" (3) Self Teach Sheets (4) Slide-o-Math Cards (5) Could-Be-Cards Game (6) Tic Tac Toe Game (7) Baseball Game (8) Basketball Game (9) Concentration Game (10) Domino Cards (11) Individual Clocks (12) Styro-foam Hundreds Board (13) Fishing Game

June 10

9:00 - 11:00	Art teacher presented "Some Suggestions To Be Used During Summer School Math Class"
11:00 - 12:00	Construction of some of the art items and games to be used in the math program.
12:00 - 1:00	Lunch
1:00 - 2:30	Discussion A. Skill Sheets 1) Sequence of skills 2) Record keeping B. Concept Development 1) Phases of Instruction 2) Use of Games 3) Use of Interest Centers 4) Evaluation of concept mastery
2:30 - 3:00	Buzz session and coffee
3:00 - 4:00	Discussion A. General classroom organization 1) large group instruction 2) small group instruction 3) concept testing and evaluation 4) art, and

---

*See Appendix

5) outdoor play.
Paperwork and forms to be filled out.
Explanation of evaluation procedures.

A. SOME SUGGESTIONS TO BE USED DURING SUMMER SCHOOL MATH CLASS FROM THE ART TEACHER

1. Crayons
   Topics - (suggestions)
   a. A picture of me at home helping at home
   b. What I get to do after class
   c. If I could go on a vacation
2. Crayon batik or resist--washed with thin tempera or water color
   a. Under water scene
   b. Flower design
3. Magic Markers
   a. Picture planning as with crayons
      Picture of who, who is with me, where am I
   b. Designs
4. Collage
   a. Using variety of paper
   b. Using scraps of felt, material, sticks, yarn, rocks, sequins or any scraps you might have
5. Rock sculpture
   a. Make believe animals, birds, people
   b. Decorate with feathers, movable eyes, felt, pipe stem cleaners, etc.
6. Cut paper
   a. Cylinder people
   b. Masks
   c. Stick puppets
7. Colored chalk
   a. A chalk design needs to be sprayed with fixative, then for added interest can be brushed with a clear finish varnish.
8. Yarn
   a. Eye of God--yarn and sticks. Yarn wound in diamond pattern
   b. Many activities can use bits of yarn.
9. Box sculpture - all sorts of boxes from home

Perhaps many art activities could be correlated with math in planning designs, etc.

At the beginning of the summer school program each teacher received the following supplies:

20 pencils
11 boxes of crayons
6 scissors
1 magnetic board with stand
1 box of magnetic board pieces
1 ream of manila paper
3 reams of 18" x 12" construction paper
2 reams of 9" x 12" construction paper
1 box of chalk
12 magic markers, assorted colors
3 Teacher Guides (These are listed in the bibliography.)

tempera paint
flannel rectangles for individual flannel boards and flannel shapes
counting sticks
yarn
glue
masking tape

The daily program usually involved some of the following learning experiences:

9:00 - 9:35	Large group instruction
9:35 -10:10	Small group instruction
10:10 -10:25	Concept testing
10:25 -10:45	Art activities
10:45 -11:00	Outdoor play activities

This primary mathematics program involved a four-phase approach.[1]

Phase 1, the concrete stage, stresses the use of manipulative materials.
Phase 2, the semi-concrete stage, features the use of the flannel board and magnetic board.
Phase 3, the semi-abstract stage, involves the use of chalkboard and overhead projector.
Phase 4, the abstract stage, emphasizes the use of paper and pencils to record responses.

Interest center activities, appropriate games, and a measuring device for each concept as well as teaching strategies for the first three phases, and for each mathematical concept were continued in A Program of Mathematics For Primary Grades which each teacher received.

The teachers were encouraged to improvise with any materials that were available and to devise additional activities tailored to specific classroom needs.

Most of the materials used in the program were teacher-made games. A list of commercial games and materials available for the mathematics program are listed in an annotated bibliography in Appendix SS 04.

Extensive laboratory work and open-ended experiments were utilized.

Eighty-six percent of the teachers stated they were able to use the equipment and school libraries in the buildings in which they were assigned; fourteen percent (1) of the teachers stated "no", that the equipment was not available for summer teachers.

Fourteen percent (1) of the teachers made home contacts as shown in Table 04.2. Seventy-one percent of the teachers had contacts with parents at school; fifty-seven percent (4) wrote notes to parents, and eighty-six percent (6) of the teachers contacted parents by telephones. Twenty-nine percent (2) of the teachers indicated the parents' reaction to the program to be positive; seventy-one percent noted they had no indication of parent reaction to the program.

Four homes out of 82 homes were visited by Post First Grade teachers.

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[1] A Program of Mathematics For Primary Grades. U.S.D. #259 Curriculum Services Division, Experimental Edition, August, 1971.

At the end of the summer session each pupil was suppose to take a certificate of attendance in the Post First Grade summer program home to his parents; this certificate was not included in Table 04.2 as "notes" sent home to parents. A copy of the "Elementary Summer School Report" dated July, 1972, which certifies attendance in above said program was included in Appendix SS 04.

TABLE 04.2

FREQUENCY OF PARENTAL CONTACTS OF TITLE I
POST FIRST GRADE TEACHERS DURING THE SUMMER OF 1972

Number of teachers = 7 Number of classes = 7

Teachers	Number of parental contacts by teachers in the following categories: At their home	At school	By note	By telephone	Other	Total
A		1	1	1		3
B	4			4		8
C			7	12		19
D		3		1		4
E		4	1	2	7*	14
F		3				3
G		5	3	5		13
Total	4	16	12	25	7	64

*Seven parents came to "open house" the last day of summer school.

Budget

The Title I Post First Grade summer program, 1972, was supplemented by the Elementary-Secondary Education Act, Title I, PL 89-10; the total amount budgeted for this six-week activity was $3,830.50. This amount included: (1) $3,187.50 for salaries for the following Post First Grade personnel: (a) one coordinator, and (b) seven classroom teachers, (2) $410.00 for teaching supplies, (3) $67.00 for auto allowance and travel, and (4) $166.00 for OASI. The per pupil cost was $46.71. This amount is only the additional cost of this program. It does not include buildings, maintenance, major equipment items, etc. which are normally included in the regular school year per pupil costs.

EVALUATION

The primary goal of the summer Post First Grade program was to provide children who had completed the first grade and will be entering second grade in August, 1972 with individual instruction and small group instruction to augment their development of skills in mathematics.

Specific objectives chosen for evaluation were as follows.

1. Each pupil will be able to recognize numerals to 100 as measured by teacher evaluation using the guide for the Primary Math Project.
2. Each pupil will demonstrate the ability to work simple addition to the sum of six (6) as determined by teacher evaluation.
3. Each pupil will demonstrate the ability to know subtraction facts to six (6) as determined by teacher evaluation.
4. Each pupil will demonstrate understanding of measurement concepts of capacity, time, length, and money as indicated by teacher evaluation using the guide to the Primary Math Project.

Pupils selected for participation in the Post First Grade program were selected by the building principals from enrollment cards filled out by the parents of the children.

Eighty-two children participated in the six-week program. The mean class size was 11.71 pupils per class; the range was from 7 to 16. The mean number of days attended was 20.78 as shown in Table 04.3. The mean days of absences was 9.22 days per pupil.

TABLE 04.3

SUMMARY ATTENDANCE DATA FOR TITLE I
POST FIRST GRADE SUMMER PROGRAM, 1972

Pupils	Number of pupils	Percent of pupils	Total days attended	Total days absent	$\bar{X}$ number of days attended	$\bar{X}$ number of days absent
Boys	43	52.43	952	338	22.14	7.86
Girls	39	47.56	752	418	19.28	10.72
Total	82	99.99	1,704	756	20.78	9.22

Participation statistics were listed for boys, girls, and combined classes in Tables 04.4, 04.5, and 04.6 respectively. Sex and racial composition are listed in Tables 04.7, 04.8, and 04.9. Total enrollment by race included: (1) Caucasian - 48.78%, (2) Oriental - none, (3) Negro - 50.00%, (4) Mexican American - 1.21%, and (5) American Indian - none. In total, there were 4.87% more boys than girls enrolled in Post First Grade. No Oriental or American Indian children were enrolled in the Post First Grade summer program.

Fifty percent (41) of the participating children were Negro, forty-nine percent (40) were Caucasian, and one percent (1) was Mexican American.

TABLE 04.4

BOYS ENROLLED IN POST FIRST GRADE PROGRAM, SUMMER, 1972

Number of classes = 7 Number of boys = 43
Number of days in the summer session = 30

Classes	# in class	% in class	Race* 1	2**	3	4	5**	Total days attended
A	4	57.14	3		1			90
B	4	26.66	1		3			97
C	5	55.55	1		4			129
D	7	77.77	3		4			141
E	6	46.15	6					115
F	9	69.23	3		6			211
G	8	50.00	4		4			169
Total	43	52.43	21		22			952

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

** No Oriental, Mexican American, or American Indian boys were enrolled in the Post First Grade summer program.

TABLE 04.5

GIRLS ENROLLED IN POST FIRST GRADE PROGRAM, SUMMER, 1972

Number of classes = 7 Number of girls = 39
Number of days in the summer session = 30

Classes	# in class	% in class	Race*					Total days attended
			1	2**	3	4	5**	
A	3	42.85			2	1		62
B	11	73.33	1		10			203
C	4	44.44	2		2			91
D	2	22.22	1		1			49
E	7	53.84	7					137
F	4	30.76	1		3			56
G	8	50.00	6		2			154
Total	39	47.56	18		20	1		752

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian
**No Oriental or American Indian girls were enrolled in the Post First Grade summer program.

TABLE 04.6

PARTICIPATION STATISTICS FOR COMBINED CLASSES ENROLLED IN TITLE I POST FIRST GRADE PROGRAM, SUMMER, 1972

Number of classes = 7
Number of days in summer session = 30

	Number in class			Race*					Total number of days attended		
Centers	Male	Female	Total	1	2**	3	4	5**	Male	Female	Total
A	4	3	7	3		3	1		90	62	152
B	4	11	15	2		13			97	203	300
C	5	4	9	3		6			129	91	220
D	7	2	9	4		5			141	49	190
E	6	7	13	13					115	137	252
F	9	4	13	4		9			211	56	267
G	8	8	16	11		5			169	154	323
Total	43	39	82	40		41	1		952	752	1,704
Percent	52.43	47.56	100.00	48.78		50.00	1.21				
			$\overline{X}$ = 11.71						$\overline{X}$ 22.14	19.28	20.78

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

**No Oriental or American Indian children were enrolled in the Post First Grade summer program.

TABLE 04.7

RACIAL DISTRIBUTION OF BOYS IN THE TITLE I POST FIRST GRADE SUMMER PROGRAM, 1972

Race*	1	2	3	4	5	Total
Number of pupils	21	-	22	-	-	43
Percent	48.83	-	51.16	-	-	52.43

TABLE 04.8

RACIAL DISTRIBUTION OF GIRLS IN THE TITLE I POST FIRST GRADE SUMMER PROGRAM, 1972

Race*	1	2	3	4	5	Total
Number of pupils	18	-	20	1	-	39
Percent	46.15	-	51.28	2.56	-	47.56

TABLE 04.9

RACIAL DISTRIBUTION OF PUPILS IN THE TITLE I POST FIRST GRADE SUMMER PROGRAM, 1972

Race*	1	2	3	4	5	Total
Number of pupils	40	-	41	1	-	82
Percent	48.78	-	50.00	1.21	-	99.99

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

The primary factors considered in the evaluation were the stated objectives in the project. The sources of evaluative data used to determine improvement of the pupils during the project were: (1) concept check sheets from the Primary Math Guide (pp. 42, 44, 92, 93, and 94), (2) a questionnaire for teachers, (3) enrollment and attendance records, and (4) observation of classes. These instruments were locally developed to provide information about the child's development in skills of mathematics during the six-week summer session. Copies of the evaluation instruments are included in Appendix SS 04.

The teachers kept a daily evaluation sheet on each pupil as to what areas he had mastered with accomplishment and which areas needed more experience and growth. A copy of the evaluation concept sheet is included in the Appendix.

The materials for the Post First Grade classes were the teaching aids the teachers made during the two full days of inservice training prior to the beginning of the summer session. The children seemed to enjoy the numerous colorful games available. Commercial games were listed in the bibliography.

Results on the evaluative mathematic test data appear to cluster at the top of the scale. The possible number of points on the test was 81 points. Ten children (5.5%) had a perfect score; range data is shown on Table 04.11. A summary of the test data is shown in Table 04.10. A copy of the evaluative tests is included in the Appendix. Children scored highest in identification of different coins and addition facts; their performance was lowest in identification of units of measurement of capacity (cup, pint, and quart) and units of linear measurement (one inch and one foot). The median was 78.

The objectives of the program appear to have been met to some degree.

The children who attended the summer session were the beneficiaries and should have more successful experiences in mathematics during the regular session.

TABLE 04.10

STATISTICAL SUMMARY OF EVALUATIVE MATHEMATIC TEST DATA SUBMITTED ON SEVEN CLASSES OF TITLE I POST FIRST GRADE, SUMMER, 1972

Number of classes = 7
Time interval = six weeks

Number of pupils = 55
Number of possible points = 81

Classes	Number of Pupils	$\bar{X}$	SD	$SE_{\bar{x}}$	Percentages	Range of scores
A	8	67.75	15.46	5.84	83.64	28 - 79
B	9	66.11	17.65	6.24	81.61	23 - 80
C	5	78.60	2.33	1.67	97.03	75 - 81
D	9	70.11	16.93	5.99	86.55	24 - 81
E	4	79.25	3.03	1.75	97.83	24 - 81
F	10	79.60	1.36	.45	98.27	77 - 81
G	10	67.10	12.37	4.12	82.83	40 - 80
Total	55	71.72	13.91	1.89	88.55	23 - 81

TABLE 04.11

RANGE DATA FOR POST FIRST GRADE MATHEMATIC TESTS DURING THE SUMMER OF 1972

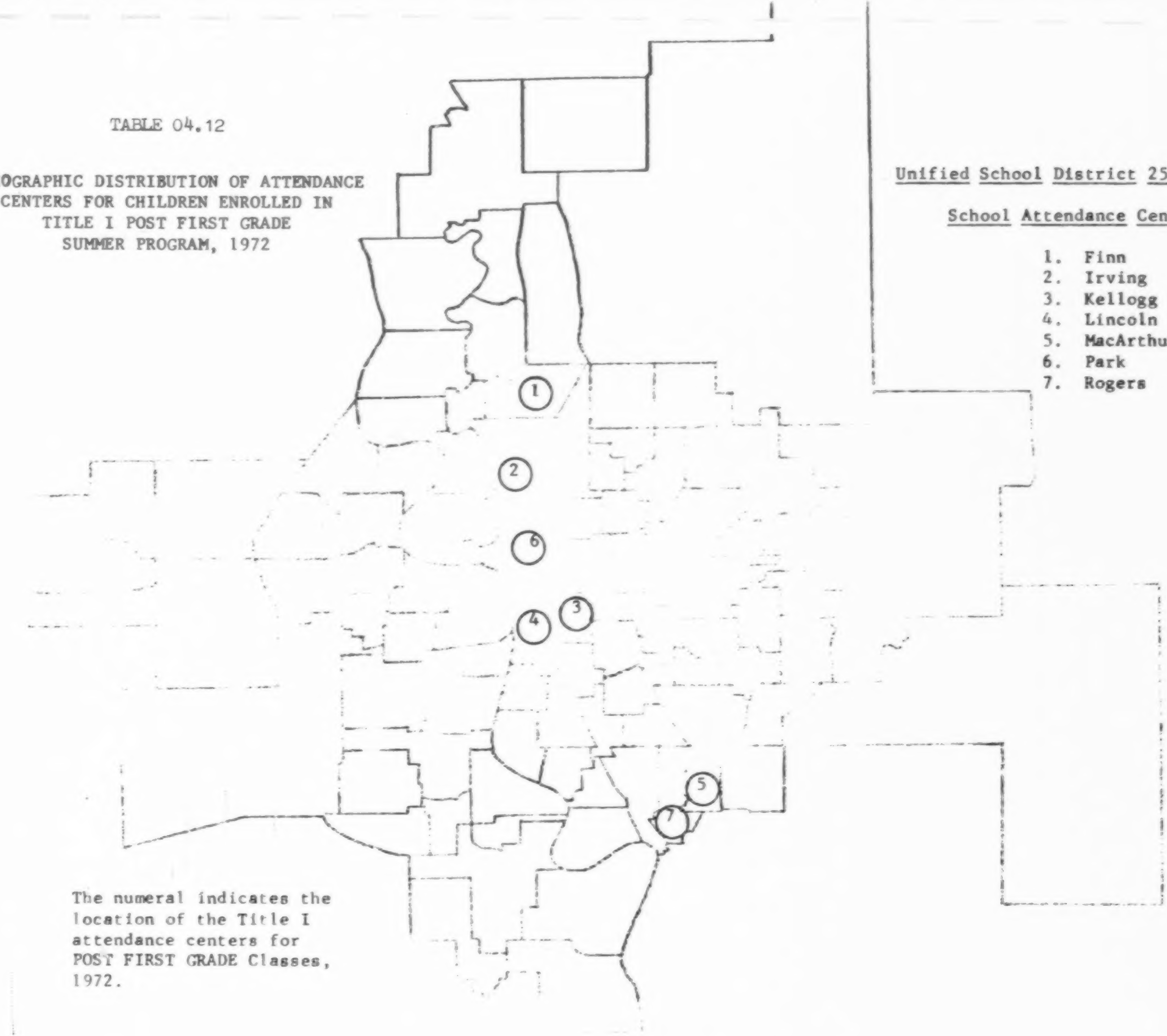
Number of pupils = 55

Number of classes = 7

Score Interval	Number of Pupils	Percent of Pupils
67 - 81	45	81.82
52 - 66	6	10.91
38 - 51	1	1.82
23 - 37	3	5.45
	55	100.00

TABLE 04.12

GEOGRAPHIC DISTRIBUTION OF ATTENDANCE CENTERS FOR CHILDREN ENROLLED IN TITLE I POST FIRST GRADE SUMMER PROGRAM, 1972



Unified School District 259

School Attendance Center

1. Finn
2. Irving
3. Kellogg
4. Lincoln
5. MacArthur
6. Park
7. Rogers

The numeral indicates the location of the Title I attendance centers for POST FIRST GRADE Classes, 1972.

RECOMMENDATIONS

The results indicate that the program has accomplished satisfactorily to some degree the objectives which were intended.

The following recommendations are made:

- continue and expand the program in neighborhood schools for the benefit of all eligible children;
- select children who are really in need of instruction in mathematical concepts;
- continue the exemplary inservice training provided by teachers at the mathematics orientation sessions prior to the beginning of the summer session; and
- provide for more active parent involvement in the program design.

APPENDIX SS 04

SS 04-A1

ANNOTATED BIBLIOGRAPHY FOR POST FIRST GRADE SUMMER PROGRAM, 1972

A. Curriculum Guides

A Program of Mathematics For Primary Grades. Wichita, Kansas: U.S.D. 259, Curriculum Services Division, Experimental Edition, August, 1971. 467 pages.

> This program design is an "activity approach" to teach mathematics in the primary grades. Extensive laboratory work and open-ended experiments are suggested in order to encourage the maximum involvement of the children.

Mathematics Games and Teaching Aids. Wichita, Kansas: Unified School District #259, Curriculum Services Division, 1972.

> Twenty-one games are listed. The format is as follows: (1) materials to construct the game are listed, (2) procedure to make the game is given, (3) an illustration of how the game should look is presented, and (4) clear instructions for each game are printed. In addition, the guide contains twenty-nine teaching aids that can be constructed to augment the teaching of mathematics in the primary grades.

Tests to Measure Mathematical Concept Development. Wichita, Kansas: U.S.D. #259. Curriculum Services Division, June, 1972. 120 pages.

> This book of tests supplements the guide, *A Program of Mathematics For Primary Grades*.

B. Games

Ideal Quiet Counters. No. 7752. Oak Lawn, Illinois. Ideal School Supply Company.

> This box consists of 500 soft red plastic disks (1 1/8 " diameter) to use in counting.

Individual Clock Dials. No. 7620. Springfield, Massachusetts: Milton Bradley Company.

> Contains one dozen individual clocks for use in grades 1 - 3.

Instructo Magnetic Chalk Board (with stand). Paoli, Pennsylvania: The Instructo Corporation, a subsidiary of McGraw-Hill.

> This board (24" x 36") is small enough to sit on a table. Children can write on it with chalk or put objects on it that have magnetic strips on the back of said shapes.

Instructo Magnetic Enlarged U.S. Coins. No. 532. Paoli, Pennsylvania: The instructo Corporation, subsidiary of McGraw-Hill.

> Includes over 60 coins and one-five-and ten-dollar bills. These are used for teaching money value equivalents and making change; also, can be used on the *Magnetic Chalk Board*.

Instructo Magnetic Primary Counting Shapes. No. 530. Paoli, Pennsylvania: The Instructo Corporation, a subsidiary of McGraw-Hill.

> Consists of 50 pieces: 20 apples, 20 stars, and 10 rabbits molded of durable plastic. These counting shapes appeared to be useful in teaching the beginning modern math concepts. Recommended for levels K-3.

Instructo Set Dominoes. No. 1120. Paoli, Pennsylvania: The Instructo Corporation, a subsidiary of McGraw-Hill.

> Consists of the following: (1) giant 3" x 6" dominoes, (2) domino patterns to illustrate math sets, (3) sets to learn equivalence and meaning of numbers, and (4) 36 dominoes show empty sets through sets of fives.

SS 04-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR THE EVALUATION OF TITLE I POST FIRST GRADE SUMMER PROGRAM, 1972

1. How many inservice sessions did you attend? One _______ Two _______

2. How much value were the two day inservice training sessions to you?

   Much __________ Some __________ None __________

3. Indicate in what ways the inservice meetings were helpful or why they were of no help. ____________________________________

   ____

   ____

4. Was the help provided by the coordinator of value to you?

   Much __________ Some __________ None __________

   Comments: ____

   ____

   ____

5. How could the job of the coordinator be more effective?

   Comments: ____

   ____

   ____

6. Would you teach this class again?

   Yes __________ No __________ Undecided __________

   Comments: ____

   ____

7. Which classroom supplies were of most benefit to your class?

   ____

   ____

   ____

8. Were you able to use the equipment in the building you were assigned?

Yes __________ No __________

Comments: ____

____

9. Describe briefly the instructional procedures and class activities you used. ____

____

____

____

____

10. In your opinion, has the reduction of class size directly benefited the pupils involved in the lab-type Post First Grade Summer Program in terms of better learning?

Much __________ Some __________ None__________

Comments: ____

____

____

11. Do you have any indication about parent reactions to the Post First Grade Summer Program? Yes __________ No __________

Comments: ____

____

____

____

12. Did you have parental contacts? (Give approximate number)

At their home __________

At school __________

By note __________

By telephone __________ __________ Other: __________

SS 04-B3

13. What factors influenced attendance?

Illness ____________ Oversleeping ______________

Vacation of parents ___________ Lack of interest ____________

_________ Other reasons: ____

____

14. Do you feel this program is effective?

Much _________ Some _________ None _________

Comments: ____

____

____

____

____

15. You are invited to write any additional comments you wish concerning the strengths and weaknesses of the Post First Grade summer program or other comments.

SS 04-C1

INSTRUMENT FOR TITLE I POST FIRST GRADE SUMMER PROGRAM, 1972

1. The different coins are held up for the child's identification.

penny	☐ correct	☐ incorrect
nickel	☐ correct	☐ incorrect
dime	☐ correct	☐ incorrect
quarter	☐ correct	☐ incorrect

2. The children indicate the value of each coin on the counter frame.

penny	☐ correct	☐ incorrect
nickel	☐ correct	☐ incorrect
dime	☐ correct	☐ incorrect
quarter	☐ correct	☐ incorrect

1. The different units of measurement of capacity are held up for the child's identification.

cup	☐ correct	☐ incorrect
pint	☐ correct	☐ incorrect
quart	☐ correct	☐ incorrect

LINEAR MEASUREMENT
Oral Test

1. A sample of each unit of measurement is held up for the child's identification.

one inch	☐ correct	☐ incorrect
one foot	☐ correct	☐ incorrect

2. Showing Time

A clock is given to the child and the teacher makes the following requests:

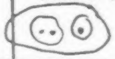
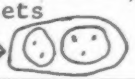
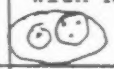
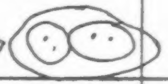
a. Show me 3:00
b. Show me 10:00

A demonstration clock should be available.

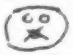
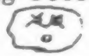
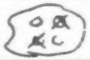
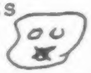
1. Reading Time

a. The clock is set at 4:00 and the child is asked to tell the time shown on the clock.

b. The clock is set at 9:00 and the child is asked to tell the time shown on the clock.

	1-20	1-50	1-100			
Rational Counting						
Recognition of Sets	1	2	3	4	5	6
Joining Sets	1	2	3	4	5	6
Conservation of Sets	1	2	3	4	5	6
Numeral Recognition	1-10	1-20	1-50	1-100		
Forming Sets for Numerals	1	2	3	4	5	6
Skills Needed For Addition Fact Mastery	Understands + Symbol	Represents Joining Sets with Numerals  → 2 + 1		Represents addition Problems with Joining Sets 2 + 3 → 		
	Understands = Symbol	Represents Joining Sets with Number Sentence  → 1 + 3 = 4		Represents Number Sentence with Joining Sets 2 + 2 = 4 → 		
Addition Facts	1	2	3	4	5	6

ADDITION TRACK

	1-20	1-50	1-100			
Rational Counting						
Recognition of Sets	1	2	3	4	5	6
Separating Sets	1	2	3	4	5	6
Numeral Recognition	1-10	1-20	1-50	1-100		
Forming Sets for Numerals	1	2	3	4	5	6
Skills Needed	Understands - Symbol	Represents Separating Sets with Number Sentence  → 3 - 1		Represents Subtraction with Separating Sets 3 - 2 → 		
For						
Subtraction Fact Mastery	Understands = Symbol	Represents Separating Sets with Number Sentence  → 4 - 2 = 2		Represents Number Sentence with Separating Sets 3 - 1 = 2 → 		
Subtraction Facts	1	2	3	4	5	6

SUBTRACTION TRACK

SS 04-D3

	Recognition of Coins				Knows Values of Coins				Comparisons	
	Penny	Nickel	Dime	Quarter	Penny	Nickel	Dime	Quarter	Nickel-Dime	Nickel-Quarter
MONEY										

	Reading Clock For		Setting Clock For	
	Hour	Half Hour	Hour	Half Hour
TIME				

	Recognition of Measures			Comparisons		
	Cup	Pint	Quart	Cups - Pints	Cups - Quart	Pints - Quart
CAPACITY						

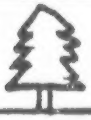
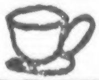
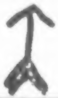
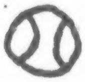
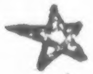
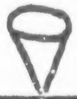
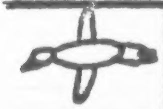
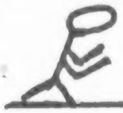
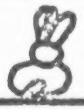
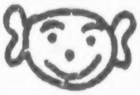
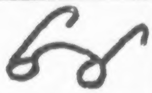
	Measure Lengths to Nearest			Draw Lengths to Nearest		
	Foot	Inch	Half-inch	Foot	Inch	Half-inch
LENGTH						

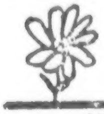
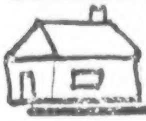
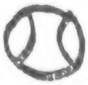
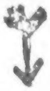
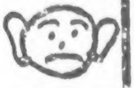
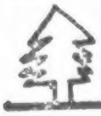
MEASUREMENT

SS 04-E1

Recognition of Numerals

Answer Sheet (1-8)

	17	6	7	9
	17	6	7	9
	4	16	9	6
	4	19	18	8
	10	20	22	32
	10	20	22	32
	25	52	35	15
	25	52	35	15
	13	23	32	33
	14	43	44	42
	15	50	51	55
	15	50	51	55

●	56	65	36	66
	56	65	36	66
	52	61	82	62
	50	70	60	17
	87	78	38	79
△	38	85	63	83
	86	89	56	68
★	19	90	70	9
○	59	96	95	75
	95	97	87	79

SS 04-F1

ADDITION - SUBTRACTION

Written Test

1. $\begin{array}{r} 3 \\ \underline{+1} \end{array}$	2. $\begin{array}{r} 2 \\ \underline{-0} \end{array}$	3. $\begin{array}{r} 1 \\ \underline{+2} \end{array}$	4. $\begin{array}{r} 2 \\ \underline{-2} \end{array}$
5. $\begin{array}{r} 1 \\ \underline{+0} \end{array}$	6. $\begin{array}{r} 2 \\ \underline{+2} \end{array}$	7. $\begin{array}{r} 1 \\ \underline{+1} \end{array}$	8. $\begin{array}{r} 4 \\ \underline{-3} \end{array}$
9. $\begin{array}{r} 4 \\ \underline{-2} \end{array}$	10. $\begin{array}{r} 3 \\ \underline{+0} \end{array}$	11. $\begin{array}{r} 3 \\ \underline{-2} \end{array}$	12. $\begin{array}{r} 1 \\ \underline{+3} \end{array}$
13. $\begin{array}{r} 2 \\ \underline{+1} \end{array}$	14. $\begin{array}{r} 2 \\ \underline{-1} \end{array}$	15. $\begin{array}{r} 4 \\ \underline{-1} \end{array}$	16. $\begin{array}{r} 0 \\ \underline{+3} \end{array}$

SS 04-F2

ADDITION - SUBTRACTION

Written Test
(five)

1. $\begin{array}{r} 2 \\ \underline{+3} \end{array}$
2. $\begin{array}{r} 5 \\ \underline{-1} \end{array}$
3. $\begin{array}{r} 3 \\ \underline{+2} \end{array}$
4. $\begin{array}{r} 5 \\ \underline{-4} \end{array}$

5. $\begin{array}{r} 0 \\ \underline{+5} \end{array}$
6. $\begin{array}{r} 5 \\ \underline{-0} \end{array}$
7. $\begin{array}{r} 4 \\ \underline{+1} \end{array}$
8. $\begin{array}{r} 5 \\ \underline{-2} \end{array}$

9. $\begin{array}{r} 5 \\ \underline{-5} \end{array}$
10. $\begin{array}{r} 5 \\ \underline{+3} \end{array}$
11. $\begin{array}{r} 5 \\ \underline{+0} \end{array}$
12. $\begin{array}{r} 1 \\ \underline{+4} \end{array}$

SS 04-F3

ADDITION - SUBTRACTION
Written Test
(six)

1. $\begin{array}{r} 6 \\ \underline{-1} \end{array}$

2. $\begin{array}{r} 2 \\ \underline{+4} \end{array}$

3. $\begin{array}{r} 3 \\ \underline{+3} \end{array}$

4. $\begin{array}{r} 6 \\ \underline{-3} \end{array}$

5. $\begin{array}{r} 6 \\ \underline{+0} \end{array}$

6. $\begin{array}{r} 6 \\ \underline{-6} \end{array}$

7. $\begin{array}{r} 5 \\ \underline{+1} \end{array}$

8. $\begin{array}{r} 6 \\ \underline{-5} \end{array}$

9. $\begin{array}{r} 4 \\ \underline{+2} \end{array}$

10. $\begin{array}{r} 6 \\ \underline{-0} \end{array}$

11. $\begin{array}{r} 6 \\ \underline{-4} \end{array}$

12. $\begin{array}{r} 1 \\ \underline{+5} \end{array}$

13. $\begin{array}{r} 0 \\ \underline{+6} \end{array}$

14. $\begin{array}{r} 6 \\ \underline{-2} \end{array}$

SS 04-G1

ELEMENTARY SUMMER SCHOOL REPORT

July, 1972

This is to certify that ______________________________
Name of Child

has attended a six-week summer school session at ______________
School

enrolled in ______________________________________
Title of Class

Present ____________
Days

____
Teacher

Comments:

SS 05.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
BASIC PRIMARY PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Gerald R. Riley, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

BASIC PRIMARY, 1971-72

SUMMARY

The Basic Primary program was conducted in eight Title I schools. The course was designed primarily for first and second grade pupils. A total of 211 pupils participated two hours per day for six weeks. The primary goal of the program was to improve the reading ability of target area pupils.

There were eighteen teachers and one coordinator.

The pupil-teacher ratio was 12 to one.

Attendance for the entire program averaged 74 percent.

Teacher ratings of pupil progress in the areas of word recognition, comprehension, listening, speaking, writing, and spelling indicate that the program was successful.

It is recommended that this program be offered again next summer. It is also recommended that the area of attendance receive some study next year.

ACTIVITY CONTEXT

The summer Basic Primary course was first offered during the summer of 1968 and has been offered each succeeding summer.

The Basic Primary course was designed for first and second grade pupils who encountered difficulty in learning to read and needed extended time to develop primary level reading skills. Pupils were given the opportunity to learn fundamental reading skills in smaller groups with more personalized instruction than is possible during the regular school year. "Fun reading" was emphasized and encouraged. The course was designed as a correlated language arts program which included activities in reading, listening, speaking, and writing.

PROGRAM DESCRIPTION

Scope

Two hundred eleven pupils participated in this summer program. These pupils were all from the Title I target area.

The primary goal of the program was to improve the reading ability of the pupils through activities in a correlated language arts program.

Personnel

A program coordinator was employed four hours per day for six weeks. The coordinator's duties included conducting orientation and inservice workshops, distributing supplies as needed, collecting and sharing ideas, and helping individual teachers as requested. The coordinator is a Special Reading Teacher in a local elementary school during the regular school year.

Eighteen experienced primary education teachers were employed two hours per day for six weeks. The project director, who had overall responsibility for this as well as other summer programs, is the Director of Reading for the Wichita Public Schools.

Procedures

This report covers the two hour per day, six-week summer school session for all Title I Basic Primary classes.

The classes were located in eight Title I schools, using regular classroom facilities. Three was the maximum number of classes conducted at any one school.

Two inservice meetings were held during the summer program. One meeting was held prior to the beginning of the summer session. The other was held midway through the session. The first meeting was a general organizational session. Supplies and materials were given to teachers at this meeting. The second meeting provided for an exchange of ideas among the teachers and coordinator, a discussion of mutual problems, and a brief explanation of evaluation procedures. The coordinator conducted inservice activities during her classroom visitations by presenting new ideas for various activities and helping teachers exchange successful techniques.

Most teachers used the Summer School Basic Primary (1-2) Curriculum Guide as a basis for their daily activities. The Guide suggests the following daily two-hour correlated language arts schedule:

1. Opening (ten minutes)
    a. Flag salute
    b. Name review
2. Speaking (informal conversation - 20 minutes)
3. Spelling and writing (independent work period - 20 minutes)
    a. Write words on the board that follow the word patterns used in My Word Book.
    b. Illustrate the above words on paper. Copy words below illustration or make a simple sentence using the words.
4. Recess (15 minutes)
5. Quiet time (ten minutes)
    a. Poems or nursery rhymes
    b. Records (stories or music)
    c. Films and filmstrips
6. Reading activities (25 minutes)
    a. Personalized reading
    b. Chart stories
    c. Partner reading
    d. Small group instruction to meet definite needs
        (1) Phonics
        (2) Word and sentence structure

(3) Sight word drill
(4) Letter recognition

An alternate plan which some teachers used involved the "Merry-Go-Round" plan. This plan as presented here uses a one-hour time clock, but it could be expanded to any desired time.

1. Opening (five minutes)
2. Reading program (45 minutes)

Based on three reading groups:
Group 1: Reading instructions with the teacher
Group 2: Seatwork activity
Group 3: "Merry-Go-Round"

The groups revolve every 15 minutes.

3. Evaluation and closing (ten minutes)

The basic reading instruction includes activities in listening, speaking, and reading.

The "Merry-Go-Round" plan involves the following:

1. Listening Center

Media: tape recorder, record player, and filmstrip viewer
Materials: Dolch word tape, stories on tape
Read-along stories or plays
Filmstrips
Records

2. Independent Reading Activities Center suggested activi

Link letters
Commercial interlocking puzzles
Word wheels
Word-O
Peg board utilizing letter cards and pictures
Ideal Magic Cards

3. Surprise Center

May include:
Writing on a chalkboard or on paper
Authors and artists (writing and illustrating own stories)
Flannel board
Manipulative games
Math

4. Library Center
5. Art Center

Most teachers used a combination of the correlated language arts and "Merry-Go-Round" plans in their daily activities. Many classes took field trips.

The pupil-teacher ratio for the Basic Primary program was 12 to one.

Each teacher was given a kit which contained special materials for the summer program. The kit contained the following materials:

Book: Happy Sounds

Games: PICTURE WORD BUILDER - An aid which combines picture and word matching. Thirty-six familiar objects on heavy cards die-cut so only correct word may be inserted to complete the word and picture matching.

PHONETIC QUIZMO - Played like Bingo, develops student's phonetic capabilities. Side one of card has single consonants and vowels, side two has blends.

PICTURE SEQUENCE CARDS - Reading readiness activity, cards are combined in groups of four depicting actions in sequence.

END-IN-E Game - teaches a difficult rule in an interesting way.

PAIRS - A word game to develop a child's memory and ability to concentrate. Contains three sets of cards, matching picture to picture, word to picture and word to rhyming word.

FUN WITH WORDS - (Level 1) A game-like aid to further vocabulary development. Generates interest in word meanings and stimulates rapid vocabulary growth.

Other: Test Sheet
Summer School Basic Primary (1-2) Curriculum Guide.

The following materials were available to all elementary school centers and were shared by the Basic Primary and Corrective Reading teachers:
Phonics We Use (Lyons and Carnahan)
(10 separate games to supplement phonics and reading instruction. Each game has directions for using the material to play additional games)

1. Old Itch (initial consonant sounds)
2. Spin-a-sound (initial consonant sounds and symbols)
3. Bingobang (final consonant sounds and symbols)
4. Blends Race (initial consonant blends and symbols)
5. Digraph Whirl (initial consonant digraphs and symbols)
6. Digraph Hopscotch (initial and final consonant digraphs and symbols)
7. Vowel Dominoes (long and short vowels and symbols)
8. Spin hard, spin soft (hard and soft sounds of C and G)
9. Full House
10. Syllable Count

Spelling Learning Games Kit (Lyons and Carnahan)

Kit A Snail Trail (initial consonant sounds)
Sound Hound (final consonant sounds)
Lucky Duck (short vowel sounds)
Patch Match (expand spelling vocabularies)
Scat Cat (sound - symbol)

Kit B Fat Cat (initial and ending consonant sounds)
Spin and Win (short vowel sounds)
Glad Lad (initial and final consonant sounds)
Stick to It (long and short vowel sounds)
Spellit (short and long vowel sounds)

Instant Readers (Holt, Rinehart and Winston)

In addition to these games and books, supplemental and enrichment materials were available at each summer school library. These included:
Dan Frontier Series
Moonbeam Series
Pacesetter in Personal Reading

Curriculum Motivation Series
Reading Caravan Series

Major equipment items frequently used by teachers were: tape recorder, record player, filmstrip projector, and overhead projector.

A number of students (111) received individual instruction, in addition to regular class instruction through two other Title I projects. These were the Specific Reading Disabilities Inservice Project, and the Youth Tutoring Youth program. The Specific Reading Disabilities project involved special reading teachers supervising the work of Wichita State University students, both graduate and under graduate. These W.S.U. students were taking either the Clinical Procedures course or the Perceptual and Neurological Aspects of Reading workshop. The students in the two classes tutored selected pupils who were enrolled in Corrective Reading. This was done on a one-to-one basis with the teacher in the Specific Reading Disabilities Inservice Project supervising the tutoring of these pupils. The Youth Tutoring Youth program consisted of a supervised teenager tutoring an elementary school pupil who was enrolled in Basic Primary. One hundred six pupils received tutoring in the YTY program. Five pupils participated in the Specific Reading Disabilities Project.

Budget

A total of $11,701.00 was budgeted for this activity. This included $7,880.00 for personnel salaries, $844.00 for supplies, $67.00 for travel costs of the coordinator, $410.00 for OASI, and $2,500.00 for pupil transportation. The per pupil cost based on these figures was $55.45. This amount does not include facilities, equipment, maintenance, etc. which are included in regular school year per pupil costs.

EVALUATION

The primary objective of the Basic Primary summer program is the reading improvement of first and second grade students in the target area who show apparent need for more time for the development of basic reading skills. Specific objectives of the program to be evaluated are:

1. Participating students will demonstrate an increase in competency of word recognition and reading comprehension as determined by teacher observations reported on a questionnaire.
2. The program will provide a different, more individualized environment for learning basic reading skills than is available during the regular school term.
3. Participating students will show increased skills in listening, speaking, writing, and spelling. This increase is to be measured by teacher evaluation of student performance.
4. An increased interest in reading will be shown by participating students. This interest will be determined by teacher observation.

Pupils recommended for this program were those who were one or more years below grade level in reading and had the ability to profit from the program. Teachers recommended pupils on the basis of instructional level as demonstrated by classroom performance, and cumulative record information such as results of standardized reading tests and intelligence tests. The determining factors for selection were whether a pupil needed help in reading and could reasonably be expected to gain from the summer program.

There were 211 pupils enrolled in this program. Forty-eight percent (102 pupils) were male and fifty-two percent (109 pupils) were female.

The racial composition of the participants was:

Caucasian	47%	(100 pupils)
Negro	40%	(85 pupils)
Mexican American.	9%	(18 pupils)
American Indian .	3%	(6 pupils)
Undetermined . .	1%	(2 pupils)

The grade level distribution was:

Kindergarten . .	1%	(2 pupils)
First Grade . . .	50%	(106 pupils)
Second Grade . .	47%	(100 pupils)
Third Grade . . .	1%	(3 pupils)

Attendance figures were reported for 17 of the 18 classes or 200 pupils. The average daily attendance for the program was 148 pupils or 8.7 pupils per class. The average number of days attended per pupil was 22. The percent of attendance (total days attended ÷ total possible to attend) was 74 percent.

The principal evaluative instrument was a questionnaire given to each teacher. Sixteen of the eighteen teachers returned these. The coordinator also completed a questionnaire. (Both questionnaires are shown in the Appendix.)

A formalized pretest-posttest program was not used because of the short term of the summer session. The teachers based their judgments of pupil progress on several instruments used during the course. These included *The San Diego Quick Assessment*, *Dolch Basic Sight Vocabulary*, *Science Research Associate Reading Laboratories*, and other materials such as books from various reading series for specified grade levels.

Objective number one states that pupils will demonstrate an increase in competency of word recognition and reading comprehension.

On the basis of teacher ratings of pupils as indicated on the questionnaire, the progress of pupils rated in each of these areas is given in Table 05.1. Ratings are available on 163 of the 211 enrolled. Incomplete data on some questionnaires, and two questionnaires not returned accounts for the difference in the number rated and the number enrolled.

TABLE 05.1

TEACHER RATING OF PUPIL PROGRESS IN WORD RECOGNITION AND READING COMPREHENSION

N = 163

Item Rated	Much	Some	None
Word Recognition	35%	48%	16%
Comprehension	31%	54%	15%

It is apparent from the ratings in Table 05.1 that objective number one was met to the degree that approximately one-third of the pupils made "much" progress and approximately 85 percent made at least "some" progress.

Objective two indicates that the program will provide a different, more individualized environment for learning basic reading skills than is available during the regular school term.

From teacher and coordinator comments on the questionnaires it can be concluded that this objective was met. Teachers frequently commented on the value of small groups which allowed individualized instruction. The class size range was nine to 18 pupils. One teacher's comment effectively summarizes this point.

"The interaction among the children was great. With the smaller number of students we were able to do many more things. Each child had more of a chance to participate. I was very glad to have the opportunity to work with the children - both of us learned!"

Objective three states that pupils will demonstrate improved skills in listening, speaking, writing, and spelling. Table 05.2 shows the results of teacher ratings in these categories.

TABLE 05.2

TEACHER RATING OF PUPIL PROGRESS IN LISTENING, SPEAKING, SPELLING, AND WRITING

N = 163

Item Rated	Much	Some	None
Listening	37%	50%	12%
Speaking	42%	44%	14%
Spelling	31%	50%	19%
Writing	23%	61%	15%

Teachers indicated that the greatest progress was made in speaking skills, with 42 percent of the pupils rated as making "much" progress. The least progress was made in writing with 23 percent rated as "much". This objective was achieved to the degree that 81 percent of all pupils in all categories were rated as making at least "some" progress.

Objective four states that increased interest in reading will be demonstrated by the participants. Teachers rated pupil as follows: 44 percent made "much" progress; 56 percent made "some" progress, and no one marked the "none" category. This objective was met to the degree that almost one-half the pupils were rated as making "much" progress, and slightly over one-half were rated as making "some" progress.

The sixteen teachers who returned questionnaires reported that they had ten contacts with parents at the parents' home, 31 contacts with parents at school, and 72 contacts by note or telephone. Most teachers sent a progress report to parents at the end of the six-week session.

The Youth Tutoring Youth program seemed to be of value to the Basic Primary program. Five teachers rated this program as having "much" value, and nine rated it as having "some" value. The other two teachers returning the questionnaires were not participating in the YTY project.

All objectives for this program were met according to the data submitted by teachers. Continued administrative effort has been made to keep the teacher-pupil ratio low, which, with all its ramifications, contributes greatly to the success of this summer program.

RECOMMENDATIONS

The Basic Primary program should be offered again next summer.

A closer study of attendance patterns should be made next summer.

APPENDIX SS 05

BIBLIOGRAPHY

BOOKS:

Curriculum Motivation Series. Lyons and Carnahan: Chicago, Ill.

Dan Frontier Series. Benefic Press: Winchester, Ill.

Happy Sounds. Oral Reading and Linguistic Series. Benefic Press: Winchester, Ill.

Instant Readers. Holt, Rinehart, and Winston: New York.

Moonbeam Series. Benefic Press: Winchester, Ill.

Pacesetters in Personal Reading. Lyons and Carnahan: Chicago, Ill.

Reading Caravan Series. D.C. Heath: Indianapolis, Ind.

GAMES:

End-in-E. Ideal School Supply: Oaklawn, Ill.

Fun With Words A. Dexter and Westbrook, Ltd.: Rockville Center, New York.

Pairs. Milton Bradley: Springfield, Mass.

Phonetic Quizmo. Milton Bradley: Springfield, Mass.

Phonics We Use. Lyons and Carnahan: Chicago, Ill.

Picture Sequence Cards. Milton Bradley: Springfield, Mass.

Picture Word Builder. Milton Bradley: Springfield, Mass.

Spelling and Learning Games Kit. Lyons and Carnahan: Chicago, Ill.

OTHER:

Summer School Basic Primary (1-2) Curriculum Guide. Wichita Public Schools, Curriculum Division: Wichita, Kansas.

SS 05-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR SUMMER BASIC PRIMARY READING

Teacher ______________________ School (summer) ____________________

1. How many classes did you have this summer? ____________________

2. Please specify any beneficial changes you may have made in the daily schedule listed in the Summer School Curriculum Guide.

____

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____

3. Did you use the one-hour Merry-Go-Round Plan?

Yes ________ No ________

4. Did you use the two-hour Correlated Language Arts Program?

Yes ________ No ________

5. Please indicate the number of pupils who showed progress in the following areas: (Please rate each pupil).

	MUCH	SOME	NONE
(a) word recognition	________	________	________
(b) comprehension	________	________	________
(c) listening	________	________	________
(d) speaking	________	________	________
(e) spelling	________	________	________
(f) writing	________	________	________

6. Do you feel that significant progress was made toward achieving the stated program objective of increasing pupils' interest in reading?

Much _______ Some _______ None _______

Please give specific examples: ______________________________

____

____

7. Do you feel that vocabulary development was in evidence by the increased use of new words in speaking and writing?

Much _______ Some _______ None _______

Comments: ______________________________

____

____

8. List below the three most useful items in the special reading kit:

1. ______________________________
2. ______________________________
3. ______________________________

Comments: ______________________________

____

____

9. If you have suggestions for additional specific materials, please list:

1. ______________________________
2. ______________________________
3. ______________________________

10. List below the three items of equipment which were most useful to you. (tape recorder, overhead projector, etc.)

1. ______________________________
2. ______________________________
3. ______________________________

11. Were you able to use equipment and library facilities in the building where your classes were held? Yes _______ No ________ Partially ____

Comments: ____

____

12. Did you have parent contacts?

At their home ______________________(approximate number)

At school _______________ ____________(approximate number)

By note or telephone _________________(approximate number)

13. Did all parents receive a report at the end of the six week term?

Yes ________ No _________ Other time _________

14. Did you have any indication of parent opinion of the summer reading program? Yes _________ No __________

15. If "yes" to item 14, state the approximate percent of positive _______, indifferent _________, negative __________.

16. How many pupils in your class were participating in the Specific Reading Disability program? _____________

17. How many pupils in your class were participating in the Youth Tutoring program? _____________.

NOTE: If you did not have pupils participating in the above programs, disregard items 18, 19, and 20. Go to item 21.

18. Was the Specific Reading Disability program of value to you and your class? (check one) Much ________; Some ________; None ________.

Comments: ____

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____

19. Was the Youth Tutoring Youth program of value to your class? (check one) Much __________; Some __________; None ________.

Comments: ____

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____

____

20. What problems, if any, did you encounter in working with these programs? (scheduling, etc.) ______________________________

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21. Do you have suggestions which you feel should be incorporated in a revised edition of the Summer School Curriculum Guide? (Either additions or deletions). ______________________________

____

____

____

22. In your opinion what experience(s) contributed most to the children's reading development during this summer session? ____________________

____

____

____

23. Please list suggestions which would enable the coordinators to be of greater service in future summers. ______________________________

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24. Was attendance generally excellent _________, good ________, satisfactory ___________, unsatisfactory _________?

25. How many children attending one or more weeks did not finish the program? ____________

26. What were the reasons the pupils did not finish the program?

____

____

SS 05-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR COORDINATORS
SUMMER, 1972

Name ______________________________ Program ______________________

Contract period: ________hours per day for ________ weeks.

1. What were your duties and responsibilities for pre-planning this summer project? ______________________________

2. What inservice training activities did you perform prior to and during this summer project? ______________________________

3. Please describe your coordinator activities not covered above in items 1 and 2. ______________________________

4. Did you have any indication of parent opinion of this program?

   Yes ________ No ________

   Comments: ______________________________

5. Were there innovative or exemplary procedures used in this program which should be shared with others? ____________________

6. What suggestions would you make to increase the effectiveness of this reading program? ____________________

7. Did the Youth Tutoring Youth program as applied to Corrective Reading or Basic Primary have value? Much ______ Some ______ None ______

Comments: ____________________

8. Did the Special Reading Disability program as applied to Corrective Reading or Basic Primary have value? Much ______ Some ______ None ______

Comments: ____________________

9. Please add any additional comments you may have which were not covered in item one through eight. ____________________

SS 06.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
CORRECTIVE READING
PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Gerald R. Riley, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 06.01

CORRECTIVE READING, 1971-72

SUMMARY

The primary goal of Corrective Reading is to improve the reading ability of target area pupils. Emphasis is placed on improving skills in word recognition, comprehension, writing, listening, speaking, and spelling. Smaller classes, with more individual attention to pupils, and an informal, relaxed environment are features of these summer classes.

Two hundred ninety-one pupils were enrolled in the program. This is a decrease of 125 pupils from the program last summer. This decrease was presumably caused by the smaller number of Title I designated summer school centers. To continue the integration plan of the district, a number of target area pupils were bussed to non-Title I centers where they could take Corrective Reading through the Tuition Scholarship program.

Twenty-four teachers and one coordinator were employed.

Observation reported by the teachers on a questionnaire indicated that the program was successful. It is recommended that the program be offered again next summer. Since individual classes ranged from an overall attendance of 25 percent to 87 percent, with 72 percent for the total program, it is recommended that the area of attendance receive more study next summer.

ACTIVITY CONTEXT

During the summer of 1967, Title I pupils were given tuition grants to attend regular summer school classes in corrective reading. The Title I Corrective Reading program was first offered in the summer of 1968. It has been offered each summer since. Four hundred twenty-five pupils were enrolled in the summer of 1970. Four hundred sixteen pupils were enrolled during the summer of 1971. The program is designed for pupils in grades three through six who are below reading grade level and who can profit from a summer reading course.

PROGRAM DESCRIPTION

Scope

The Corrective Reading program included twenty-four classes in eight elementary school summer centers, with 291 pupils enrolled.

The primary goal of the course was to improve the reading ability of pupils in the Title I target area.

Personnel

Twenty-four teachers, one coordinator, and one project supervisor were assigned to the program. The teachers were employed two hours per day for thirty days. The coordinator was employed four hours per day for thirty days. The project supervisor is the Director of Reading for the Wichita Public Schools. The summer projects are included in his regular contract. All members of the teaching staff are certified elementary school personnel. The coordinator is a reading consultant for the school district during the regular school year.

The coordinator was responsible for supervision of the program. During scheduled, periodic visits to the classes, she distributed needed supplies and materials, collected and shared ideas, and was available for teacher consultation. She also assisted with the two scheduled inservice meetings during the program.

Procedures

This report covers the entire six-week period of the summer program.

The classes were located in eight separate elementary schools.

Two one-half day training sessions were held for teachers. One session was held before summer school began and one session was held at the mid-point of the summer session. Teachers and the coordinator were paid ten dollars each for each session. The first meeting was a general organizational session. Materials and supplies were given to teachers. The second meeting provided for an exchange of ideas and successful techniques among the teachers and the coordinator; a discussion of mutual problems; and an explanation of the evaluation procedures. In addition to the two inservice meetings, the coordinator assisted individual teachers by giving classroom demonstrations of new ideas or different ways of presenting reading activities.

One of the exceptional values of this program is its inherent flexibility. Smaller classes are the rule with an informal "fun" approach to reading activities.

To give teachers some direction and to suggest a wide range of activities, a curriculum guide was prepared for this program. Included in the Summer School Curriculum Guide, Corrective Reading (3-6) were:

1. Goals of the program
2. Preparations to be made by the summer school teacher
3. Suggested lesson plans for the first three days of school
4. Areas to explore
5. Ideas for different ways to improve skills
6. Ways to get variety in the reading program
7. Criteria for evaluation of the reading program
8. Materials for children to bring
9. Suggested teaching activities
10. Bibliography

The plans for the first three days of the summer session, as suggested in the Guide, were used by most teachers. A brief outline of these plans is given below:

First day:

1. Opening exercises (five minutes)
2. Getting acquainted (ten to 15 minutes)
3. Browsing among books (15 minutes)
4. Playing a reading game (ten minutes)
5. Story time (15 minutes)
6. Recess (15 minutes)
7. Spelling and vocabulary building (15 minutes)
8. Creative writing as a class activity (15 to 20 minutes)
9. Evaluation or sharing time

Second day:

1. Opening exercises (five minutes)
2. Games (15 minutes)
3. Begin informal evaluation of child's reading level (30 minutes)
4. Correlating activities for individuals not being tested
5. Film or filmstrip (20 minutes)
6. Recess (15 minutes)
7. Story time continued (15 minutes)
8. Spelling - continued from previous day (ten minutes)
9. Teacher-pupil sharing or evaluation

Third day:

1. Opening exercises (five minutes)
2. Sharing time (20 minutes)
3. Individualized instruction activities (30 minutes)
4. Recess (15 minutes)
5. Introduce any new material available for summer school use (30 minutes)
6. Spelling and vocabulary building (15 minutes)
7. Dramatization time (ten minutes)
8. Evaluation time (five minutes)

Subsequent days generally followed a combination of the above activities.

Most teachers generally followed the suggestions in the Guide with some modifications for their individual classes. Some teachers used the newspaper as a source of reading material and as a medium for discussion. One teacher introduced typing to her fifth and sixth grade pupils. Bus transportation was available this summer, therefore more classes took field trips.

A small number of students (43) received individual instruction, in addition to regular class instruction through two other Title I projects. These were the Specific Reading Disabilities Inservice Project, and the Youth Tutoring Youth program. The Specific Reading Disabilities project involved special reading teachers supervising the work of Wichita State University students, both graduate and undergraduate. These W.S.U. students were taking either the Clinical Procedures course or the Perceptual and Neurological Aspects of Reading workshop. The students in the two classes tutored selected pupils who were enrolled in Corrective Reading. This was done on a one-to-one basis with the teacher in the Specific Reading Disabilities Inservice Project supervising the tutoring of these pupils. The Youth Tutoring Youth program consisted of a supervised teenager tutoring an elementary school pupil who was enrolled in Corrective Reading.

Each teacher was given a kit of which contained special materials for the summer program. The kits contained the following:

Corrective Reading (3-4)

Books: Glad Sounds
New Practice Reader, Book A
McCall-Crabbs Standard Test Lessons in Reading A

Games: Phonetic Quizmo
Crossword Puzzles - Fairy Tales
Quiet Pal
Take
Fun with Words B

Other: Test sheet
Summer School Curriculum Guide (3-6)

Corrective Reading (5-6)

Books: Say and Hear
McCall-Crabbs Standard Test Lessons in Reading B
New Practice Reader, Book B

Games: Password
Afro-American History Poster Cards
Crossword Puzzles - Fairy Tales
Fun with Words C

Other: Test sheet
Summer School Curriculum Guide (3-6)

In addition to the kits for each teacher each summer center was supplied with the following materials to be shared by both Basic Primary and Corrective Reading:

Phonics We Use (Lyons and Carnahan)
(10 separate games to supplement phonics and reading instruction. Each game has directions for using the material to play additional games)

1. Old Itch (initial consonant sounds)
2. Spin-a-sound (initial consonant sounds and symbols)
3. Bingobang (final consonant sounds and symbols)
4. Blends Race (initial consonant blends and symbols)
5. Digraph Whirl (initial consonant digraphs and symbols)
6. Digraph Hopscotch (initial and final consonant digraphs and symbols)
7. Vowel Dominoes (long and short vowels and symbols)
8. Spin hard, spin soft (hard and soft sounds of C and G)
9. Full House
10. Syllable Count

Spelling Learning Games Kit (Lyons and Carnahan)

Kit A Snail Trail (initial consonant sounds)
Sound Hound (final consonant sounds)
Lucky Duck (short vowel sounds)
Patch Match (expand spelling vocabularies)
Scat Cat (sound - symbol)

Kit B Fat Cat (initial and ending consonant sounds)
Spin and Win (short vowel sounds)
Glad Lad (initial and final consonant sounds)

Stick to It (long and short vowel sounds)
Spellit (short and long vowel sounds)

Instant Readers (Holt, Rinehart and Winston)

Enrichment readers were available in summer center libraries which could be used by summer classes. Some of these were:

Dan Frontier Series
Moonbeam Series
Pacesetters in Personal Reading
Curriculum Motivation Series
Reading Caravan Series

In addition to these special materials, equipment such as tape recorders, record players, 16 mm projectors, film-strip projectors, overhead projectors, and headphones were used extensively.

Teachers contacted parents throughout the summer session. One hundred sixty-eight parents were contacted by note or telephone, thirty-seven were contacted at school, and twenty-six were contacted in the parents home. Reports on pupil progress were sent to parents at the end of the session by twenty-two of the twenty-three teachers who completed questionnaires.

Budget

A total of $14,818.00 Title I funds was budgeted for this activity. This included $10,250.00 for personnel salaries, $1,455.00 for supplies, $67.00 travel costs for coordinator, $2,513.00 for bus transportation for pupils, and $533.00 OASI. The per pupil cost, on the basis of this budget, was $50.92. This amount does not include cost of buildings, maintenance, major equipment items, etc. which are included in the regular school year per pupil cost for the school system.

EVALUATION

The primary goal of the Corrective Reading program was the improvement of the reading ability of target area pupils. The emphasis was on improving skills in word recognition, comprehension, creative writing, listening, speaking, and spelling.

Specific objectives to be evaluated are:

1. The students participating in the Corrective Reading program will demonstrate an improvement in word recognition and comprehension skills as measured by teacher appraisal.
2. The students in the Corrective Reading program will reflect an increased interest in reading as determined by teacher observation.
3. The students in the Corrective Reading program will demonstrate improved language art skills (listening, speaking, spelling, and writing) as measured by teacher evaluation.

The recommended criteria for enrollment in the course was:

1. Third grade pupils should be at least one year below grade level
2. Fourth grade pupils one and one-half years below grade level and fifth and sixth grade pupils two or more years below level. Pupils with IQ scores below 85 were not generally recommended. Pupils, however, were not excluded from consideration on the basis of IQ alone.

A child could be enrolled if there was a reasonable probability that he could benefit from the program.

Teacher estimates of reading level and ability, based on classroom performance, and results of standardized tests were used in the selection process.

Two hundred ninety-one pupils participated in this program. The pupil-teacher ratio was twelve to one.

Class size ranged from eight to sixteen.

A total of 291 pupils were enrolled. One hundred fifty-three were males and 138 were females. The racial composition of the group was:

Caucasian	30%	(88 pupils)
Negro	61%	(178 pupils)
Mexican American	7%	(21 pupils)
Oriental	1%	(3 pupils)
Undetermined . .	1%	(1 pupil)

The grade levels of the participants were:

Second grade . .	1%	(1 pupil)
Third grade . . .	28%	(81 pupils)
Fourth grade . .	25%	(72 pupils)
Fifth grade . . .	35%	(103 pupils)
Sixth grade . . .	12%	(34 pupils)

Attendance figures were available for 283 of the 291 pupils. Average daily attendance was 204. The mean number of days attended per pupil was 21.6. The percent of attendance (days attended ÷ total days in the program) for the group was 72 percent. The classes varied in percent of attendance from 25 percent to 87 percent.

Teachers were asked to rate their class attendance as generally "excellent", "good", "satisfactory", or "unsatisfactory".

Twenty-three teachers reported as follows:

Excellent	8
Good.	11
Satisfactory . .	3
Unsatisfactory .	1

Thirty-two pupils were reported as not completing the course. The principal reasons for not finishing were: vacations, moved from areas, and transportation problems.

The principal evaluative instrument was a questionnaire to be completed by each teacher and the coordinator. Twenty-three of the 24 teachers returned their questionnaires. Pretest and posttest standardized tests were not used to measure progress because of the short term of the summer session. Teachers based their assessment of progress on several instruments used during the summer session. These included the San Diego Quick Assessment, Dolch Basic Sight Vocabulary, Science Research Associates Reading Laboratories, and other reading materials for specified grade levels.

Teachers rated pupil progress as "much", "some", and "none". The items rated and the percent of pupils receiving ratings in each category are given in Table 06.1. Progress ratings are given for 204 of the 291 pupils. Incomplete data on questionnaires, and one class not reported accounts for the difference between the number reported and the total enrollment.

TABLE 06.1

TEACHER RATING OF PUPIL PROGRESS

N = 204

Item Rated	Much	Some	None
Word Recognition	27%	57%	16%
Comprehension	27%	60%	13%
Listening	40%	50%	9%
Speaking	31%	51%	17%
Spelling	24%	58%	19%
Writing	12%	65%	23%

The objective of improving word recognition and comprehension was met to the degree that 84 percent of the pupils demonstrated at least "some" improvement in word recognition and 87 percent demonstrated "some" improvement in comprehension. Twenty-seven percent made "much" improvement in each category.

The objective of improving the language art skills of listening, speaking, spelling, and writing was met to the degree that 77 percent of the pupils showed "some" improvement in writing (the smallest percent of the four categories), and 90 percent (the highest) showed "some" improvement in listening. Teachers felt that 40 percent of the pupils had made "much" progress in listening.

Teachers were asked to rate pupil progress on the objective of increased interest in reading. Forty-five percent of the teachers felt that their classes had made "much" progress. Fifty-five percent felt that their classes had made "some" progress. No one marked the "none" category.

It is apparent from the preceding data that the methods of evaluating progress indicated progress for a majority of the pupils in all areas.

Comments from teachers and the coordinator, and evaluator observation indicates that the content and organization of this course continues to improve.

SS 06.08

RECOMMENDATIONS

It is recommended that this program be offered again next summer. It is suggested that some effort be directed toward improvement of pupil attendance.

APPENDIX SS 06

SS 06-A1

BIBLIOGRAPHY

BOOKS:

Curriculum Motivation Series. Lyons and Carnahan: Chicago, Ill.

Dan Frontier Series. Benefic Press: Winchester, Ill.

Glad Sounds. *Oral Reading and Linguistic Series*. Benefic Press: Winchester, Ill.

Instant Readers. Holt, Rinehart, and Winston: New York.

McCall-Crabbs Standard Test Lessons in Reading, A and B. Teachers College Press: Columbia University, New York.

Moonbeam Series. Benefic Press: Winchester, Ill.

New Practice Readers, Books A and B. McGraw-Hill, Webster Division: New York.

Pacesetters in Personal Reading. Lyons and Carnahan: Chicago, Ill.

Reading Caravan Series. D.C. Heath: Indianapolis, Ind.

Say and Hear. *Oral Linguistic Series*. Benefic Press: Winchester, Ill.

GAMES:

Afro-American History Poster Cards. Milton Bradley: Springfield, Mass.

Crossword Puzzles. Ideal School Supply Co.: Oaklawn, Ill.

Fun With Words, B and C. Dexter and Westbrook, Ltd.: Rockville Center, New York.

Password. Milton Bradley: Springfield, Mass.

Phonetic Quizmo. Milton Bradley: Springfield, Mass.

Phonics We Use. Lyons and Carnahan: Chicago, Ill.

Quiet Pal. Ideal School Supply: Oaklawn, Ill.

Spelling Learning Games Kit. Lyons and Carnahan: Chicago, Ill.

Take. Garrard Publishing Company: Champaign, Ill.

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Summer School Curriculum Guide, Corrective Reading (3-6). Wichita Public Schools, Curriculum Division, Department of Reading. Wichita, Kansas.

SS 06-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR SUMMER CORRECTIVE READING

Teacher ____________________ School (summer) ____________________

1. How many classes did you have this summer? ____________________

2. Please specify any beneficial changes you may have made in the daily schedule listed in the Summer School Curriculum Guide.

____

____

____

____

____

____

3. Please indicate the number of pupils who showed progress in the following areas: (Please rate each pupil).

	MUCH	SOME	NONE
(a) word recognition			
(b) comprehension			
(c) listening			
(d) speaking			
(e) spelling			
(f) writing			

4. Do you feel that significant progress was made toward achieving the stated program objective of increasing pupils' interest in reading?

Much __________ Some __________ None __________

Please give specific examples: ______________________________

____

____

5. Do you feel that vocabulary development was in evidence by the increased use of new words in speaking and writing?

Much ________ Some ________ None ________

Comments: ____

____

____

6. List below the three most useful items in the special reading kit:

1. ________________________________
2. ________________________________
3. ________________________________

Comments: ____

____

____

7. If you have suggestions for additional specific materials, please list:

1. ________________________________
2. ________________________________
3. ________________________________

8. List below the three items of equipment which were most useful to you. (tape recorder, overhead projector, etc.)

1. ________________________________
2. ________________________________
3. ________________________________

9. Were you able to use equipment and library facilities in the building where your classes were held? Yes _____ No _____ Partially _____

Comments: ____

____

____

SS 06-B3

10. Did you have parent contacts?

At their home ______________________ (approximate number)

At school __________________________ (approximate number)

By note or telephone ________________ (approximate number)

11. Did all parents receive a report at the end of the six week term?

Yes _________ No _________ Other time _________

12. Did you have any indication of parent opinion of the summer reading program? Yes _________ No _________

13. If "yes" to item 12, state the approximate percent of positive _____, indifferent _______, negative ________.

14. How many pupils in your class were participating in the Specific Reading Disability program? ___________

15. How many pupils in your class were participating in the Youth Tutoring Youth program? ___________

NOTE: If you did not have pupils participating in the above programs, disregard items 16, 17, and 18. Go to item 19.

16. Was the Specific Reading Disability program of value to you and your class? (check one) Much _______; Some ______; None ________.

Comments: ____

____

____

____

17. Was the Youth Tutoring Youth program of value to your class? (check one) Much ________; Some ________; None ________.

Comments: ____

____

____

____

18. What problems, if any, did you encounter in working with these programs? (scheduling, etc.) ____________________

19. Do you have suggestions which you feel should be incorporated in a revised edition of the Summer School Curriculum Guide? (Either additions or deletions). ____________________

20. In your opinion what experience(s) contributed most to the children's reading development during this summer session?

21. Please list suggestions which would enable the coordinators to be of greater service in future summers. ____________________

22. Was attendance generally excellent ________, good ________, satisfactory ________, unsatisfactory ________?

23. How many children attending one or more weeks did not finish the program? ____________

24. What were the reasons the pupils did not finish the program?

____

____

SS 06-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR COORDINATORS
SUMMER, 1972

Name ______________________ Program ______________________

Contract period: ________hours per day for ________ weeks.

1. What were your duties and responsibilities for pre-planning this summer project? ______________________

2. What inservice training activities did you perform prior to and during this summer project? ______________________

3. Please describe your coordinator activities not covered above in items 1 and 2. ______________________

4. Did you have any indication of parent opinion of this program?

   Yes ________ No ________

   Comments: ______________________

5. Were there innovative or exemplary procedures used in this program which should be shared with others? ____________________

6. What suggestions would you make to increase the effectiveness of this reading program? ____________________

7. Did the Youth Tutoring Youth program as applied to Corrective Reading or Basic Primary have value? Much ______ Some ______ None ______

Comments: ____________________

8. Did the Special Reading Disability program as applied to Corrective Reading or Basic Primary have value? Much ______ Some ______ None ______

Comments: ____________________

9. Please add any additional comments you may have which were not covered in item one through eight. ____________________

SS 07.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE CORRELATED MATH-SCIENCE PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Janet Bare, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 07.01

CORRELATED MATH SCIENCE, 1971-72

SUMMARY

The Correlated Math-Science program served 193 third, fourth and fifth grade pupils who were residents of the Title I target area. Thirteen classrooms in eight schools were conducted for the six-week summer session.

Program objectives were to: (1) improve the math and science skills of participants by correlating the two disciplines, and (2) train the teachers in the discovery method of instruction and the use of special enrichment materials.

Evaluation of the science component was based on teacher responses to the locally-devised Teacher Questionnaire and Behavioral Objectives Checklist. Pre and posttesting with a Basic Fact Test was used to measure progress in addition, subtraction, and multiplication skills.

It was concluded that all program objectives were met, except the one which specified accurate solving of addition and subtraction facts. It was recommended that the program be funded for next summer, but that special efforts should be made to: (a) hire aides to assist on field trips, (b) reduce size of groups on trips, (c) strengthen the math curriculum in Correlated Math-Science.

ACTIVITY CONTEXT

The Correlated Math-Science (CMS) program, developed by an elementary education consultant, has been offered each summer since its inception in 1969, with no major changes in format. It was observed that elementary pupils in the Title I area were often deficient in basic math skills. The CMS program proposed to improve these skills of third and fourth grade pupils by combining practice in math, a low-interest subject, with the study of science, a high-interest subject.

PROGRAM DESCRIPTION

Scope

A total of 193 children were participants in the CMS program. Although the program was designed to serve pupils who had completed the third or fourth grade, some enrollees were fifth grade pupils and one had been in the second grade. Participants resided in the Title I target area and were bussed to the eight schools which had been designated as Title I summer schools.

The two primary goals of the program were:

1) to improve the math and science skills of participants by correlating the activities of the two disciplines and by using the

discovery method of instruction, and
2) to provide training for teachers in the use of the discovery method and an introduction to new science materials.

Implicit in the second objective was the assumption that teachers would then utilize these techniques and materials in their regular classrooms.

Personnel

This program employed 13 teachers, one field trip coordinator, and one program director; all are certificated classroom teachers in the Wichita Public Schools. Additional staff included one supply and materials clerk, three classroom aides provided by the Neighborhood Youth Corps, and one part-time volunteer aide.

Each teacher was employed two hours per day for 30 days. All teachers were required to spend a total of eight additional hours in one preservice orientation and one inservice workshop, for which they were paid a stipend. Of the eight females and five males, nine were Caucasian and four were Negro. Ten teachers were new to the program; only three were returning from last summer. Teachers' main duties were to conduct classrooms in which students were actively involved with the subject matter. In such a learning situation, the teacher should function most effectively by guiding the child's learning, rather than lecturing to him. Teachers were also expected to help manage and instruct pupils on field trips.

The program director worked four hours per day for 35 days, and was also in charge of the preservice and inservice meetings for the teachers. This was the director's third summer in that position. The main duties of the CMS program director were as follows:

1. Plan program and prepare behavioral objectives;
2. Collaborate in the recruitment and selection of teachers;
3. Plan and conduct preservice and inservice training;
4. Anticipate and procure supplies needed to begin program;
5. Select, purchase, and distribute materials as needed;
6. Serve as resource for teachers and demonstrate techniques in the classroom; and
7. Collect and inventory supplies at end of program.

In addition to the responsibilities listed above, the director made daily classroom visits, participated frequently in field trips, and made the necessary administrative decisions for the program as the need arose.

The new position of field trip coordinator was added this summer in order to organize and expand the field experience component of CMS. The coordinator teaches high school biology, geology, and physics during the regular school term, and came to this job with experience in selecting appropriate sites and instructing students in the field. The field trip coordinator was employed four hours per day for 35 days. Specific duties of the coordinator were to:

1. Plan field trips to coordinate with and extend classroom activities and topics;
2. Locate sites and secure permission for their use;
3. Secure clearance for bus parking and unloading with highway patrol or police, when necessary;
4. Schedule classrooms for trips and arrange for busses;

5. Inform teachers about sites and nature of clothing and equipment which children should have;
6. Meet bus, direct driver to site, and see that classes leave and are returned to school on schedule; and
7. Guide activities and instruction at the field site.

The supply and materials clerk worked two hours per day for 30 days preparing and sorting materials, replenishing kits, typing forms or records, and assisting the director in distributing and collecting supplies.

Aides assisted their classroom teacher by guiding small group activities, playing math games with the pupils, participating in field trips, grading papers, arranging displays and bulletin boards, and preparing and assembling materials. The Neighborhood Youth Corps provided an aide of high school age to teachers who requested one.

Procedures

This evaluation report covers the entire six weeks of the CMS program, which ran from June 12 through July 21, 1972. (Copies of all evaluation instruments are included in Appendix SS 07-A.)

Provisions were made for one preservice and one inservice meeting of the teachers. The four-hour preservice orientation was scheduled just before the summer session began. Objectives and procedures of the program were presented by the director and discussed, and materials and techniques were demonstrated. The field trip coordinator explained his program and distributed schedules of the trips. Both new and returning teachers felt that this orientation was invaluable to them in preparing for their classes, and they appreciated the opportunity to meet and discuss with the other CMS staff members. The general consensus was that more extensive preservice training would increase the teacher's effectiveness in the program. The director suggested that there be an additional half-day of preservice orientation for teachers new to the program.

The second half-day session was scheduled midway through the summer program. At this inservice meeting, new materials were distributed and demonstrated so that the teachers experienced as pupils that which they, in turn, would present to their classes. The director, acting as their teacher, demonstrated the use of the materials as well as the desired techniques of questioning to encourage investigation and guide learning. Teachers were asked to describe or demonstrate activities and techniques which they had found to be particularly successful, and many did so. Evaluation materials were distributed and explained by the evaluator assistant. All teachers felt that this inservice training was helpful to them in continuing and improving their own programs. For two teachers, hired after the summer term had begun, this was the first opportunity to meet and discuss the program with other staff members.

A total of 13 classes were held in the eight Title I summer school centers; most participants were bussed to and from these schools. Efforts were made to keep the size of classes small and the atmosphere informal. Class size ranged from 10 to 20, with an average enrollment of nearly 15. If class size is computed on the basis of attendance rather than enrollment figures, the number of pupils per classroom averaged slightly more than ten.

In one school where two CMS classes were held, the teachers chose to combine their classes in one large room and split their group in half according to ability. One teacher specialized in math and the other in science, and they exchanged groups halfway through the morning. Although in this particular case the arrangement seemed to work well, it could be argued that such procedures threaten to defeat the purpose of the CMS program by doubling class size and compartmentalizing the math and science components.

Overall enrollment in the CMS program was only 60 percent of the expected number and less than 65 percent of last summer's figure. Problems of anticipating summer enrollment patterns were aggravated by the necessity for bussing most pupils; the program director felt that this factor alone may have discouraged expected enrollment by as much as 30 percent. Bus schedules also made it impossible for all CMS classes to meet on the same schedule, although all met for two hours. One class began at 8:00 a.m., two began at 8:30 a.m., and the rest began at 9:00 a.m. This arrangement made scheduling field trips more complicated and less satisfactory than it would have been otherwise. Unexpected enrollment patterns necessitated many last-minute adjustments of staff assignments and schedules, and required much more of the director's planning time than in previous summers.

Although all classes were held in regular classrooms, physical arrangements varied from one class to the next. Most classrooms appeared relaxed and informal, and children moved from one area of the room to another as their interest or activity changed. A typical CMS classroom contained many displays, collections, experiments in progress, and an aquarium. Many items on exhibit had been gathered on the field trips, and the rest were brought by the pupils from home.

Teachers of CMS were allowed a great deal of latitude in organizing and teaching their classes. They were given demonstrations of the discovery method of instruction, and were provided with kits and other materials which had proven successful in previous summers. Teachers were also given a copy of the Behavioral Objectives Checklist, which was designed locally for use in the CMS program (see Appendix SS 07-B.) The Behavioral Objectives Checklist served to guide the teacher's inventory of each child's skills and deficits so that, ultimately, the pupils' abilities would determine what should be taught. Within the framework provided by the behavioral objectives and the materials and kits, teachers were free to devise their own curricula. They were not required to teach everything listed in the Checklist, but nearly all covered the first nine items, and most chose to teach many of the additional skills which were listed. If a teacher wanted his pupils to be instructed in an area he did not feel qualified to present, he could invite the program director into his classroom to teach that particular lesson. This system seemed to work very well.

Although classroom activities varied, a typical daily schedule might be as follows:

9:00 - 9:15	Record keeping and individual activities
9:15 - 10:00	SCIS experiment and class discussion
10:00 - 10:15	Recess
10:15 - 10:45	Math games
10:45 - 11:00	Class discussion, reviews, or observations of on-going experiments and exhibits

The discovery method was implemented by providing pupils with selected materials which they could investigate and manipulate. As one teacher explained the process:

> "Students are given materials to explore, then guided to certain ideas; inquiry is used to let student arrive at insights on own. If possible, materials and lessons are tied to math, i.e., ratios with pulleys, mapping with X-Y grids, etc. Student reports data of his experiment, . . . (states) evidence and draws picture story."

Guidance in the inquiry process was provided by illustrated workbooks as well as by the teacher. The workbooks were included in kits in the *Science Curriculum Improvement Study* (SCIS) series. Titles of the kits purchased for the CMS program were: *Interaction and Systems*, *Life Cycles*, *Material Objects*, *Organisms*, and *Subsystems and Variables*. Nearly all teachers considered the SCIS kits the most valuable of their program materials. Those kits which were not new purchases this summer had to be replenished with replacement parts. One of the biggest jobs of the director was to locate, order, and distribute large quantities of dozens of different items which must be replaced each time the kits are used. In most cases, a substantial savings can be made by finding local sources of supplies which are comparable or identical to the original items.

In order to improve pupils' math skills, teachers made efforts to motivate practice in math facts by using games and a variety of enjoyable worksheets. Teachers used commercial games and puzzles, a game developed by the local Science Education department, and improvised with dominoes and playing cards to invent games which provided drills for the pupils while they were enjoying themselves. Some teachers found that candy as an occasional reward for a particularly good job or as a "prize" in math games was helpful in motivating pupils and sustaining enthusiasm. Math worksheets were graded, and some which were especially colorful or which represented a pupil's improvement were displayed on a bulletin board.

Teachers mentioned *Quizmo* as a helpful math game which students enjoyed. Elementary Science Study (ESS) was a source of materials which correlated math and science. *Attribute Games* and *Tangram Cards and Pieces* seemed to be the most popular ESS materials. A list of the kits and supplies used to implement the CMS program is included in Appendix SS 07-C.

Four field trips were scheduled for each class, and three classes exercised their option to take an additional trip to a site which they chose. Each trip emphasized a different subject, and sites were selected accordingly. Field trip topics were:

(1) Plants and Animals (terrestrial-aquatic site with creek)
(2) Aquatic (terrestrial-aquatic site near river)
(3) Rocks (site was a part of rock quarry)
(4) Ecology - a trip with high school ecology students (site was a large park near river)

The field trip schedule was arranged on a weekly basis so that all CMS pupils participated in the plants and animals field trip, for example, sometime during the week of June 19-23. All 13 classes had to be scheduled into one of the five two-hour trips, making the groups quite large. Since pupils had to be returned to the school in time to meet busses to return home, scheduling was necessarily rigid and inflexible. Time needed for loading children at two different schools, driving to the site, unloading, reloading, and returning to both schools within the two-hour time slot left no margin for emergencies and often not enough time for the actual field experience. The size of the groups was a problem in itself, and children were less enthusiastic when their group was combined with another from a different school. Despite these limitations, nearly all teachers agreed that the field trip component was very successful, and a tremendous asset to the program. Pupils who gained the most from these experiences were those whose teachers were enthusiastic participants and had prepared the children for what they would be doing. The trip with the high school ecology students, which was the highlight of last year's program, was less successful this year because of scheduling and bussing complications.

Parents participated and showed their interest in the CMS program primarily by furnishing their children with proper clothing and containers for field trips, and by signing field trip waivers. In a few cases, parents accompanied their children on the trips, or came to class to see their projects. Two parents would not allow their children to participate in the field trips, but this was the only instance when parents seemed unwilling to cooperate.

Budget

Personnel	$7,005.00
OASI	364.00
Transportation	3,120.00
Supplies	1,153.00
Total Cost	$11,642.00

The figure above represents the cost of the six-week CMS program, which was funded by Title I, ESEA. The sum of $11,642.00 reflects salaries, bussing costs, new purchases, and those materials needed to supplement or replenish supplies which had been purchased in previous summers. Initial costs to implement a similar program would be much greater than the figure shown here.

Based on the expenditures for the 1972 CMS program and an enrollment of 193, the per pupil cost was $60.32. This figure does not include costs of buildings, maintenance, and other major items which are included in the regular school year budget of the Board of Education.

EVALUATION

Specific performance objectives of the CMS program are listed below:

1. The students involved in the CMS program will participate in laboratory experiences in math and science processes.
2. The children involved in the CMS program will develop an awareness of the interaction of organisms and their environments as a result of field trips. This will be determined by teacher evaluation.
3. The students in the CMS program will demonstrate the ability to think in abstract terms as measured by teacher evaluation.

4. The teacher's role will be changed from that of a lecturer or expositor of information to that of an individual who analyzes and synthesizes the child's experience and who guides the child, through the discovery method, to develop generalizations and understandings of math and science. This objective will be determined by classroom observation of teacher behavior.
5. The students in the CMS program will demonstrate skills in observing classifying, communicating, predicting, and inferring as measured by items 3, 4, 5, 7, and 15 of the Behavioral Objectives Checklist.
6. The students participating in the CMS program will reflect their understanding of the concepts of property, material and interaction systems as measured by items 1, 2, 6, 8, 10, 11, 16, 17, and 18 of the Behavioral Objectives Checklist.
7. The students participating in the CMS program will demonstrate improved math skills by:
    a. Accurately solving addition and subtraction facts from 1 to 12 as measured by the Basic Fact Test.
    b. Showing significant improvement in computing basic multiplication facts from 0 to 12 as measured by the Basic Fact Test.
    c. Naming the remaining members of a number family given one member as measured by item 14 of the Behavioral Objectives Checklist.

Third, fourth, and fifth grade pupils residing in the Title I target area were eligible for the CMS program. A communication device to encourage enrollment was sent to parents of eligible children, and teachers, principals, and former CMS pupils with knowledge of the program also assisted. Attendance was voluntary. Interested pupils were allowed to repeat the program, and approximately 20 did so. All participants for whom appropriate data were available are included in this evaluation report.

Of the 96 girls and 97 boys enrolled in CMS, about 90 percent had completed the third or fourth grade. Further enrollment information is presented in Table 07.1

TABLE 07.1

COMPOSITION BY RACE AND GRADE OF
CORRELATED MATH-SCIENCE ENROLLEES, SUMMER 1972

N=193

	Race*						Grade (1971-72)			
	1	2	3	4	5	6	3	4	5	Other
Number	82	0	84	19	4	4	88	84	18	3**
Percent	42.5	0	43.5	9.8	2.1	2.1	45.6	43.5	9.3	1.6

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian. 6=Other, or undetermined.
**one second grade and two EMH pupils.

Attendance appeared to be less satisfactory this summer than in previous summers. This problem occurred in most, if not all, summer school programs, and it seems reasonable to assume that bussing was one important factor in accounting for this trend. Table 07.2 indicates that overall attendance in CMS was about 70 percent of enrollment; average attendance by individual classroom ranged from 59 to 85 percent. It should be noted that these figures tend to be conservative since, for purposes of computation, it was necessary to assume all children began the program on Day One, and were enrolled the entire 30 days. Late enrollments or early withdrawals could not be taken into consideration because data on number of days absent were not available.

TABLE 07.2

DAILY AND OVERALL ATTENDANCE RECORD OF THE
CORRELATED MATH-SCIENCE PROGRAM, SUMMER 1972

Number of classes = 13

	Daily Pupil Attendance		Progam Attendance	
	Possible Number Present	Actual Number (Average) Present	Possible Number Pupil Days	Actual Pupil Days Attended
Total	193	132.4	5790	4025
Average	14.8 (Per Class)	10.3 (Per Class)	30 (Per Child)	20.9 (Per Child)
Percent	100	70	100	70

The first objective is not included in this evaluation since the program design clearly provides for laboratory experiences. It is assumed that this objective was met for all pupils who chose to participate in the CMS program. Objectives numbered 2 through 7 will be included in this evaluation. Objectives 2, 3, and 4 were informally evaluated.

The second objective, that pupils would develop an awareness of organism-environment interaction as a result of field trips, seems to have been met. Children were exposed to natural habitats (many for the first time), and saw for themselves numerous organisms which could be found there, as well as where one could expect to find them. The field trip coordinator reported that there was "... much evidence of balance and unbalance of nature..." to be pointed out. Many childish misconceptions (e.g., "There's alligators in there" - meaning the creek) were corrected. Children collected organisms such as minnows, crayfish, clams, snails, waterbugs, tadpoles, etc., and cared for them in classroom aquariums. Deaths of classroom specimen were investigated and explained, and remains were disposed of properly. For these reasons, teachers felt that objective number 2 was successfully achieved. This is further corroborated by the fact that, according to teachers' responses on item 9 of the Behavioral Objectives Checklist (see Table 07.3) nearly 80 percent of the pupils were able to predict which organisms could or could not live in an aquarium and could give reasons for their answers.

Objective number 3, that pupils are able to think in abstract terms, was difficult to evaluate. Teachers provided tasks and activities in which the children could practice and develop their ability to reason abstractly, and there was a general feeling that progress was made. In future evaluation designs, it would be well if this objective could be defined more precisely, and some means be proposed for its measurment. Some of the specific items of the Behavioral Objectives Checklist used to evaluate the fifth objective seem to be at least indirect measures of ability to reason abstractly - especially items 3, 5, and 7 - and will be discussed below.

The fourth objective stated that teachers would serve to guide learning by helping to analyze and synthesize the children's experiences rather than lecture to them. Achievement of this objective was to be determined on the basis of evaluator observations. The evaluator visited all 13 classrooms at least once to observe class activities for a minimum of half an hour, and participated in two field trips with a total of five classes. Based on these samples of behavior, the evaluator concluded that this objective was met, although the inquiry method was not being used by every teacher at the time of the observation. In general, however, teachers seemed well-versed in the goals of the program, and conducted their classrooms accordingly. Naturally, some teachers were more successful than others in this program, and these differences seem to have been more apparent on field trips than in the classroom. The coordinator of field trips suggested that in future programs, special effort should be made to recruit teachers with some background in biology, who enjoyed teaching in a field situation. The director, field trip coordinator, and evaluator agreed that two or more secondary science students hired as teaching aides on field trips would be a great asset to the program. A guided learning technique in the field requires that groups be kept small; carefully selected aides with appropriate skills and interests would help insure these conditions.

The fifth objective, that students be skilled in their ability to observe, classify, communicate, predict, and infer, was measured by items 3, 4. 5, 7, and 15 of the Behavioral Objectives Checklist. Table 07.3 summarizes teachers' evaluations of individual pupils' performances on these as well as other items included on the original instrument. Data were available for 145 pupils in ten classes, or 75 percent of the CMS population. For complete descriptions of the skills considered, the reader is referred to a copy of the original Checklist, which is included in Appendix SS 07-B. Table 07.3 indicates that, depending on the item, from 70 to 82 percent of the children learned the skills specified in objective number 5. The percentage of pupils who already knew these skills ranged from two to 11 and only five to 11 percent were not able to master them during the CMS program. In general, then, it can be concluded that this objective was also met in the CMS program.

Objective number 6 required that pupils understand the concepts of property, material and interaction systems; evaluation was based on items 1, 2, 6, 8, 10, 11, 16, 17, and 18 of the Checklist. Percents of students who learned the skills defined by the items listed ranged from 44 to 80 (see Table 07.3). Low scores in the 40 to 60 percent range tend to reflect the fact that these items were not always taught, rather than the pupils' inability to learn. For this reason, it appears that the sixth objective was met to some degree, although not as successfully as it would have been had all teachers chosen to include it. Since project administrators seek to assure the teachers some latitude in deciding what they would teach, it is not clear if program objectives should be revised accordingly; this is a question which future planners should consider, in any case. Such factors as length of program and level and ability of pupils make it unlikely that all objectives can be met in a summer session.

TABLE 07.3

SUMMARY (IN PERCENTS) OF TEACHER RESPONSES TO CMS BEHAVIORAL OBJECTIVES CHECKLIST*, SUMMER 1972

N = 145 (Numbers below are percents)

Type of Skill CHILD CAN:	Skill Taught in CMS				
	Learned	Did Not Learn	Already Knew	Not Taught	Information Not Given
Name four properties of object	74.5	4.1	10.3	8.3	2.8
Sort objects by property specified by teacher	80.0	5.5	5.5	6.9	2.1
Classify and sort objects by property he selects	70.3	9.7	11.7	8.3	-
Describe characteristics of his system of classification	73.1	11.0	4.1	9.7	2.1
Infer the property by which objects sorted	75.2	8.3	4.1	10.3	2.1
Identify an object and name its material and one property	76.6	7.6	5.5	9.7	0.7
Classify 20 objects by common properties, name 1 similarity and 1 difference	82.8	5.5	4.1	7.6	-

*See Appendix SS 07-B for original Checklist and full description of items.

Type of Skill CHILD CAN:	Skill Taught in CMS				
	Learned	Did Not Learn	Already Knew	Not Taught	Information Not Given
Identify the null set, place objects into 2 sets and their intersecting set	71.7	7.6	3.4	15.9	1.4
Predict what organisms can live in aquarium	77.9	4.8	2.8	14.5	1.4
Fold square to show number of diagonals and bisecting lines and name shapes formed	72.4	10.3	2.8	14.5	-
Fit geometric pieces into original square	44.1	26.2	2.8	26.9	-
Solve addition and subtraction facts from:					
0 - 12	44.1	17.9	15.2	13.8	2.1
0 - 9	6.2	0.7			
Demonstrate improvement in computing multiplication facts from:					
0 - 12	46.9	11.7	9.0	18.6	5.5
0 - 9	6.2	2.1			
List other members of number family when given one	60.0	3.4	15.9	19.3	1.4
Demonstrate interaction of magnet and compass	64.8	6.9	2.1	24.1	2.1

Type of Skill CHILD CAN:	Skill Taught in CMS Learned	Did Not Learn	Already Knew	Not Taught	Information Not Given
Identify the evidence of interaction among given objects	68.3	2.8	2.8	26.2	-
Assemble a system, name its objects and evidence of interaction	71.7	8.3	2.8	17.2	-
Construct a system, identify subsystem and variables affecting outcome in experiment	50.4	4.1	2.1	31.7	11.7
Identify plants and animals and distinguish between them with 2 characteristics of each	69.6	1.4	9.7	18.6	0.7

The seventh objective concerned the perfection of students' math skills; more specifically, these were to: a) accurately solve addition and subtraction facts from 0 to 12, b) improve ability to compute multiplication facts from 0 to 12, c) name members of a number family. Items a and b were measured by the Basic Facts Test (see Appendix SS 07-D), and were also evaluated by teachers on the Behavioral Objectives Checklist (item 12 refers to addition-subtraction and item 13 refers to multiplication). The third math objective (c) was to be measured by teacher response to item 14 of the Behavioral Objectives Checklist. Pre and posttest data were available for 101 CMS pupils.

A t-test for correlated data (see r values in Table 07.4) was calculated for pre and posttest scores on both sections of the Basic Fact Test. The results, presented in Table 07.4, indicate that the null hypothesis of pre and posttest mean equivalences can be rejected for both portions of the Test. On the basis of these statistics, we may conclude that significant gains were made by CMS pupils in addition-subtraction and multiplication skills during the summer program, as measured by the locally devised Basic Fact Test.

TABLE 07.4

CORRELATIONS AND T-TESTS ANALYZING PRE AND POSTTEST SCORES ON CMS BASIC FACT TEST, SUMMER 1972

N = 101, df = 100

	Correlation		T-Test	
	Value	Level of Significance	Value	Level of Significance
Addition - Subtraction	r = .64	p<.01	t = 3.30	p<.01
Multiplication	r = .77	p<.01	t = 6.17	p<.001

Table 07.5 summarizes pupils' performance on the addition-subtraction portion of the Basic Fact Test. The mean pretest score for the group was 59, or 74 percent of the 80 possible points. The group mean was increased to 65 at posttesting, which represents 81 percent of the total possible. Pupils recorded a mean gain of six points, which was ten percent of their pretest score.

TABLE 07.5

MEAN SCORES AND GAINS ON ADDITION-SUBTRACTION SECTION OF BASIC FACT TEST FOR CMS PUPILS, SUMMER 1972

N = 101, Total possible score = 80

	Mean Scores		Gains	
	Pretest	Posttest	Mean Number of Points	Percent*
Overall	59.0	65.0	6.0	10%
Range (by classroom)	32.4 to 75.2	50.2 to 78.7	-7.4 to 34.7	0% to 97%

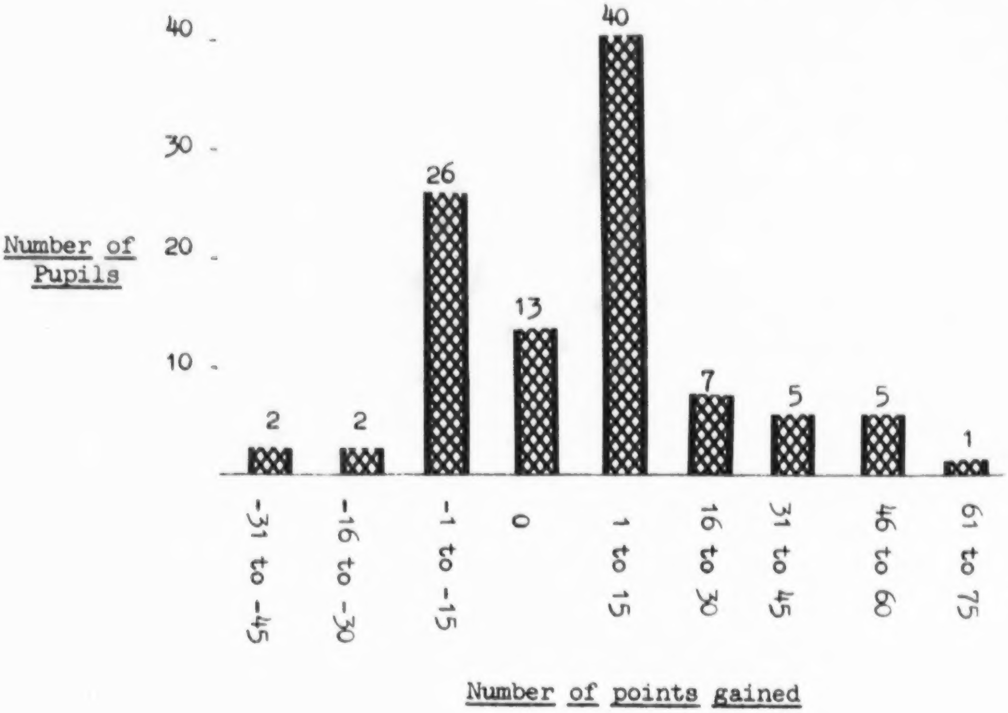
*Percent gain calculated as: $\frac{\text{Mean points gained}}{\text{Mean pretest score}}$

Figure 07.1 displays the pupils' performance on addition-subtraction problems in terms of number of points gained or lost from pre to posttest. While the mean number of points gained was six, the median was only one. Of 101 pupils, 30 actually regressed, 13 made no improvement, and 58 showed some improvement in their scores. Eleven pupils made a perfect score of 80 on the pretest, and 18 did so on the posttest.

FIGURE 07.1

NUMBER OF POINTS GAINED ON ADDITION-SUBTRACTION SECTION OF CMS BASIC FACT TEST, SUMMER 1972

N = 101, Total possible score = 80



Since the objective specified that students be able to accurately solve addition and subtraction facts, it must be concluded that, on the basis of the data presented above, this objective was not adequately met. While some classrooms made dramatic improvement (note ranges in Table 07.5), most did not. This situation will be further discussed below.

The objective concerning pupils' ability to calculate multiplication facts specifies significant improvement. Statistics presented in Table 07.4 indicate that the difference in pre and posttest means was significant for the multiplication section of the Test. Table 07.6 summarizes the range of classroom means and gain scores for the 54-item test. The mean number of points gained was 7.1, or 27 percent of the mean pretest score; the median gain was four points. Based on the information presented in Figure 07.2 for the 101 pupils, 22 regressed, six made no improvement, and 73 did improve. When data on gains are compared, it can be seen that CMS pupils actually made more improvement in their multiplication skills than they did in addition and subtraction.

TABLE 07.6

MEAN SCORES AND GAINS ON MULTIPLICATION SECTION OF BASIC FACT TEST FOR CMS PUPILS, SUMMER 1972

N = 101, Total Possible Score = 54

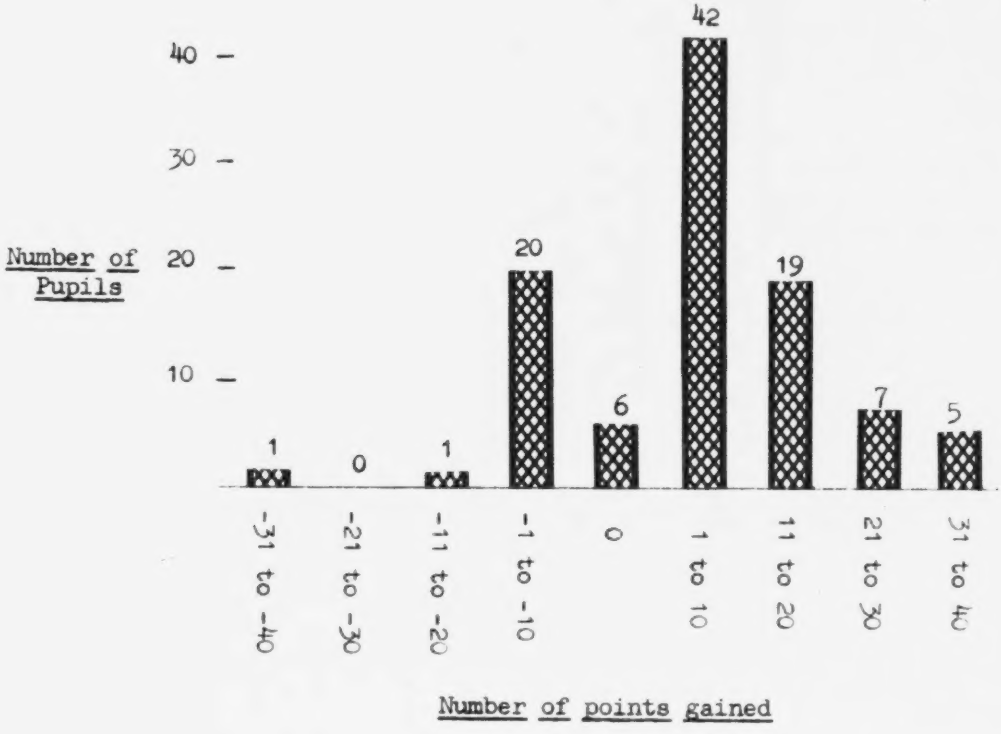
	Mean Scores		Gains	
	Pretest	Posttest	Mean Number of Points	Percent*
Overall	26.6	33.7	7.1	27%
Range (by classroom)	9.8 to 45.5	17.6 to 49.3	-1.4 to 24.6	0% to 246%

*Percent gain calculated as: $\frac{\text{Mean points gained}}{\text{Mean pretest score}}$

FIGURE 07.2

NUMBER OF POINTS GAINED ON MULTIPLICATION SECTION OF CMS BASIC FACTS TEST, SUMMER 1972

N = 101, Total possible score = 54



The third math objective specified that the children be able to name the remaining members of a number family, given one member, as measured by item 14 of the *Behavioral Objectives Checklist* (e.g., given 7 + 8 = 15, child can supply 8 + 7 = 15, 15 - 7 = 8, 15 - 8 = 7). Table 07.3 indicates that, for about 20 percent of the children, this task was not taught. Of the remaining 80 percent who received instruction in this skill, 60 percent learned it, about three percent did not master it, and some 16 percent could already do it before they entered CMS. Considering only that portion of the pupils who were instructed in the number family exercise, about 75 percent mastered the task. For this reason, it can be concluded that this math objective was adequately met.

Before concluding evaluation of the math objectives, it is of interest to note that one classroom in particular is responsible for the upper range on percent gains for both addition-subtraction and multiplication sections of the *Basic Fact Test* (see Tables 07.5 and 07.6). Average *gains* for pupils in this class (including one very low EMH child) were 97 percent of their pretest average on addition-subtraction (pretest $\bar{X}$ = 35.8, posttest $\bar{X}$ = 70.4) and 246 percent of their pretest score on multiplication (pretest $\bar{X}$ = 10, posttest $\bar{X}$ = 34.6). These data are particularly interesting since the teacher involved is a math, rather than science teacher, and "loves to teach math." It seems reasonable to at least hypothesize that pupils in this particular classroom made such remarkable progress because they were given better - more successful - instruction. Failure to meet all the math objectives may be due, in part, to the fact that purchasing of supplies and recruitment of teachers is done more with the science component in mind. There continue to be many more science than math supplies available in the program, and this tendency seems to be reflected in the performance of CMS pupils. In future programs, it might be well to make special efforts to recruit teachers who are equally capable in math and science, and who regard both components as equally important to the goals of the program.

RECOMMENDATIONS

It is recommended that the CMS program be funded for the 1973 summer session with only minor changes in format. In an effort to strengthen both the math and science components of CMS, it is further suggested that:

- The field trip coordinator select at least two aides with appropriate backgrounds to facilitate small-group instruction on field trips.

- Program planners seek a means to reduce the size of field trip groups.

- Particular effort be made to secure staff and materials to improve instruction in basic math skills.

APPENDIX SS 07

SS 07-A1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

CORRELATED MATH-SCIENCE
TEACHER QUESTIONNAIRE
SUMMER 1972

Please complete this form and return it (in the envelope provided) on or before Tuesday, July 18, 1972.

Name ______________________________ School (summer) __________________

Number of pupils __________________

1. What were the most important aspects of the workshop held prior to summer school? ____

2. Was the workshop of value to you? Why or why not?

3. Was the inservice meeting (June 29) of value to you? Why or why not?

SS 07-A2

4. If any of your pupils are in the CMS program for the second summer, please list their names below:

____

____

____

____

____

____

____

____

____

5. Which materials did you find most helpful in achieving the program's objectives? ______________________________

____

____

____

____

____

6. Did you develop any methods or materials you found effective for achieving program goals? Please list.

____

____

____

____

____

____

____

7. In a typical day or week schedule, briefly describe the main activities used to fulfill the objectives.

8. Is this your first summer as a teacher in the CMS program?

________Yes, ______No, this is my ______first, _______second,

________third, ______fourth.

9. (Omit if your answer was "Yes" in question 8)

During the regular school year, did you use any of the techniques which you learned in the CMS program? ________Yes ________No

Any of the materials? ________Yes ________No Please discuss.

10. Did parents show interest in or participate in the program? In what ways? ______________________________

____

____

____

11. How many parents did you contact? (Please put approximate number)

At their home: ________once; ________more than once; ______total

At school: ____________once; ________more than once; ______total

By telephone or note: ________once; ________more than once; ________total.

12. Were there any particular problems with parents?

____

____

____

____

13. What are your suggestions for improving the program?

____

____

____

____

____

____

14. How much more advantageous was the lab-type and small group approach of Correlated Math-Science than normal classroom procedure?

Much ____________ Moderate ____________ Little ____________

15. How important were the field trips to the success of the CMS program?

_________Very important ________Important ________Unimportant

SS 07-A5

Comments: ____

____

____

16. How did you prepare your pupils for the field trips?

____

____

____

____

17. Did you have an aide? Was this aide a volunteer ____________

Girl ______ Boy _______ NYC worker ____________

Other ____________

18. What were the aide's duties?

____

____

____

____

____

19. How much help was your aide?

__________A Great Deal __________Some __________Little

20. What are your suggestions for a more effective evaluation?

____

____

____

____

SS 07-A6

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

CORRELATED MATH-SCIENCE
FIELD TRIP COORDINATOR QUESTIONNAIRE
SUMMER 1972

1. What were your duties as coordinator of field trips?
2. What problems were encountered in planning or conducting the field trips?
3. Do you feel that the field trips facilitated the achievement of the behavioral objectives of CMS? If so, in what ways?
4. Did the teachers prepare their pupils for the field trips?
5. What are your suggestions for improving the CMS field trips in future years?

SS 07-A7

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

CORRELATED MATH-SCIENCE
COORDINATOR QUESTIONNAIRE

1. What were your duties as coordinator?
2. What were the strengths of Correlated Math-Science?
3. What were the weaknesses of the CMS program?
4. Were there innovative or exemplary procedures developed by your staff which would be of interest to others (nationally, as well as locally)?
5. How do you evaluate the field trip experiences of the pupils in CMS? Do you recommend a similar program for next year? What, if any, problems were encountered which might be corrected?
6. Do you feel that the behavioral objectives of the CMS program were successfully achieved? Which were, and which were not?
7. Were there any special problems encountered in the program this summer?
8. What are your suggestions for improving the program in future years?
9. What are your suggestions for improving the effectiveness of evaluation?

SS 07-B1

BEHAVIORAL OBJECTIVES
CORRELATED MATHEMATICS SCIENCE CLASSES
SUMMER 1972

	STUDENT'S NAMES						
1. The child is able to name verbally four properties of an object according to:							
a. size							
b. shape							
c. color							
d. texture							
e. tell what sense he used to determine each							
2. The child is able to sort objects according to a property given by the teacher.							
3. The child is able to construct a classification of objects and to sort objects according to a property of his own choice.							
4. The child is able to describe to others the characteristics he has chosen for his method of classification.							
5. The child is able to infer verbally as to what property his neighbors sorted their objects.							
6. Given a common object of one material, the child names:							
a. the object							
b. the material							
c. one property							
7. With an assortment of 20 objects such as rocks, leaves, etc., the child classifies according to:							
a. common properties							
b. can identify one similarity							
c. can identify one difference							
8. Given a property for objects for set A, a property for set B, and ten objects, the child is able to:							
a. place objects in the correct set according to a given property							
b. place objects in the intersecting set if it has properties of both sets							

BEHAVIORAL OBJECTIVES
CORRELATED MATH-SCIENCE CLASSES
SUMMER 1972
(Con't.)

	STUDENT'S NAMES						
8. c. give the cardinal number of the objects in each set including the intersecting set							
d. identify an empty set							
9. Given an aquarium, aquatic plants, animals (snails, minnows, etc.) the student will be able to predict which organisms will live and which will die, stating reasons for his choices.							
10. The child is able to fold a square piece of paper to show:							
a. how many diagonals in a square							
b. how many bisecting lines or lines symmetry in a square							
c. name the shapes created by the folds							
11. Given a square sheet of paper and another square the same size cut into seven simple geometric shapes such as squares, triangles, and rectangles, the child is able to fit the pieces into the first square.							
12. The child is able to solve addition and subtraction facts from 0 to 12 accurately by the end of the summer school session.							
13. The child will show significant improvement in computing the basic multiplication facts from 0 to 12.							
14. Given a number sentence such as 7 + 8 = 15, the child can list the other members of the number family [(8 + 7 = 15) (15 - 8 = 7) (15 - 7 = 8)].							
15. The child is able to demonstrate with a compass and magnet that one end of the magnet attracts the needle of the compass while the other end of the magnet repels the needle.							

SS 07-B3

BEHAVIORAL OBJECTIVES
CORRELATED MATH-SCIENCE CLASSES
SUMMER 1972
(Con't.)

	STUDENT'S NAMES						
16. With blue print paper and sunlight, food color and water, ice cube or magnet, and several objects, the child is able to tell:							
a. if there is interaction							
b. to give or state the evidence of interaction							
17. With a battery, light bulb and copper wire, the child is able to:							
a. assemble and identify a system							
b. name the objects in the system							
c. give the evidence of interaction							
18. Given materials for a "whirly bird", the child is able to:							
a. construct a mechanical system							
b. identify a subsystem of that system							
c. identify variables that may affect the outcome of an experiment using that system							
19. When in a field situation, the child will demonstrate the ability to:							
a. correctly identify an organism as a plant or an animal							
b. distinguish a plant from an animal by using at least two characteristics of each							

CORRELATED MATH SCIENCE MATERIALS

Science Curriculum Improvement Study (SCIS). Chicago: Rand McNally & Company, 1970:

Interaction and Systems (kit, teacher's guide and workbooks),

Life Cycles (kit, teacher's guide and workbooks),

Material Objects (kit, teacher's guide and workbooks),

Organisms (kit, teacher's guide and workbooks),

Subsystems and Variables (kit, teacher's guide and workbooks).

Elementary Science Study. St. Louis: Webster Division, McGraw-Hill Book Company:

Attribute Games, Problem Cards, and Teacher's Guide for Attribute Games and Problems, 1966;

Light and Shadows: An Illustrated Teacher's Guide for Use in Early Primary Grades, 1967;

Mirror Cards and Teacher's Guide to Mirror Cards, 1967;

Tangram Cards and Pieces and Teacher's Guide for Tangrams, 1968;

Teacher's Guide for Animal Activity: Activity Wheels, 1969;

Teacher's Guide for Butterflies, 1970;

Teacher's Guide for Changes, 1966;

Teacher's Guide for Crayfish, 1968;

Teacher's Guide for Growing Seeds, 1967;

Teacher's Guide for Pond Water, 1969.

Equipment:

Mathematical Balances. Kansas City, Missouri: Constructive Playthings.

Pupil Number Lines. Kansas City, Missouri: Constructive Playthings.

Quizmo. Springfield, Mass.: Milton Bradley.

Abbott, Janet S. Learn to Fold - Fold to Learn. Chicago: Lyons & Carnahan, 1968.

SS 07-C2

Horne, Sylvia. *Learning About Measurement*. Chicago: Lyons & Carnahan, 1968.

Turner, Ethel M. *Teaching Aids for Mathematics*. New York: Holt, Rinehart and Winston, Inc., 1966.

SS 07-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

BASIC FACT TEST
(CORRELATED MATH-SCIENCE, SUMMER 1972)

The Basic Fact Test should be given the first day of school, then again during the last week of school. Please score tests and put the number correct in the upper right hand corner of the first page. Retain the first copy (pre-test) until the test is given during the final week (posttest). Place the pupils' pre-test and posttest together. The evaluator will give instructions later as to where to send these tests.

Directions for giving Basic Fact Test:

1. Have pupil record data at top of page.
2. Allow five minutes for the addition and subtraction facts. Students should stop when five minutes has elapsed even if they are not finished.
3. Allow five minutes for the multiplication facts. All students should stop at the end of five minutes.

SS 07-D2

NAME________________ AGE_____________DATE_______

SCHOOL __________________GRADE NEXT YEAR_______

NAME THE SUMS AND DIFFERENCES.

12-9=	12-3=	3+9=	9+3=
6-4=	6-2=	4+2=	2+4=
7-2=	7-5=	2+5=	5+2=
11-8=	11-3=	8+3=	3+8=
7-3=	7-4=	3+4=	4+3=
9-6=	9-3=	3+6=	6+3=
10-3=	10-7=	7+3=	3+7=
8-1=	8-7=	7+1=	1+7=
9-4=	9-5=	5+4=	4+5=
5-3=	5-2=	3+7=	7+3=

NAME THE SUMS AND DIFFERENCES.

[illegible] - 3	5 - 2	6 - 1	11 - 1	6 - 4	5 - 1	10 - 8	[illegible] - [illegible]
7 - 2	10 - 7	3 + 7	5 + 2	2 + 8	7 + 3	3 + 2	2 + 4
1 + 9	5 + 1	4 + 1	1 + 5	1 + 8	4 + 2	2 + 6	9 + 1
6 + 1	9 - 8	6 - 4	8 - 6	10 - 9	7 - 1	6 - 2	7 + 4
3 - 1	8 + 2	6 - 3	9 + 3	3 - 2	5 + 7	2 - 0	10 + 3

NAME THE PRODUCTS.

3	3	4	9	5	6	7	[illegible]
X3	X7	X5	X4	X8	X8	X9	X2
2	3	9	8	5	7	9	2
X6	X4	X3	X4	X9	X7	X9	X7
6	4	6	8	3	2	11	5
X3	X7	X6	X8	X8	X5	X1	X7
10	4	8	12	11	1	2	5
X7	X4	X9	X1	X6	X1	X9	X5
10	11	7	12	2	6	5	2
X3	X3	X8	X9	X8	X7	X6	X3

NAME THE PRODUCTS.

11	10	2	10	3	10	8
X11	X5	X4	X8	X5	X10	X0
12	4	12	11	6	12	10
X12	X6	X6	X8	X9	X8	X0

SS 08.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
OUTDOOR EDUCATION
PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
C.H. Horn, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 08.01

OUTDOOR EDUCATION, 1971-72

SUMMARY

The Outdoor Education program was designed to provide opportunities to take students living in the Title I target area beyond the limitations of the classroom, in an attempt to enhance their achievement through the study of their natural environment. A total of 113 youngsters participated in the program.

The program was conducted in seven elementary schools and the surrounding community. Students and teachers shared many field trips and nature walks in the areas around the school and city.

Evaluation of the program was based on a teacher questionnaire, classroom observation, and a student checklist.

It has been recommended that the program be continued.

ACTIVITY CONTEXT

The Outdoor Education program was first included in the summer school program in 1968. During the summer of 1969, the program was called Science and Outdoor Education, but the name was changed back to its original name in 1970.

The program has continued the same basic philosophy since 1968, but the number of schools and students it served has changed. This change was brought about due to the integration plan of USD #259. Previously used Title I schools are no longer available as summer attendance centers; the students in these areas were bussed to other schools, Title I and non-Title I. Students bussed to non-Title I schools were given scholarships.

PROGRAM DESCRIPTION

Scope

One hundred thirteen students from the Title I target area participated in the program. There were 58 boys and 55 girls with 62 being Caucasian, one Oriental, 30 Negro, and 20 Mexican American.

The primary goal of the Outdoor Education program was to provide the opportunity for students to enhance their achievements through the study of their natural environment.

Personnel

Eight teachers were hired to be instructors in the Outdoor Education program. Each teacher was certified by the state of Kansas. Two of the teachers had their master's degree and had taught in the program for the past two years. Two other teachers had taught in the program one year, while four teachers were new to the program. The coordinator, an elementary school principal that is certified in elementary education and administration, had been the coordinator from the previous two summers.

Each teacher worked two hours per day for 30 days, plus participating in a five day camping experience. The coordinator worked four hours per day for 30 days. Five of the teachers were males and three were females. The coordinator and seven teachers were Caucasian, and the other teacher was Negro.

The duties of the teachers consisted of leading and guiding the students in developing an awareness of the natural environment, and increasing their skills of observation. The duties of the coordinator consisted of purchasing the material that the teachers desired and to deliver them to their classroom, to make arrangements for the financing of materials at local stores, help with any special problems (field trips, busses, community problems, camping trips, etc.), and scheduling inservice sessions for the teachers.

Procedures

Summer school funding for Outdoor Education is provided by Title I. Local elementary school facilities were utilized as work areas for the classroom portion of the program. As the title implies, some of the program time was used in taking field trips (farms, lakes, zoos, etc.), nature walks to parks as well as areas around the school, and a camping trip. Special arrangements for transportation to local farms, lakes, parks, and stores were handled by the coordinator. It was the responsibility of the teacher to make any necessary reservations or arrangements with authorities at the sites. Waiver slips (see Appendix) were required of all students who went on a field trip.

Inservice training sessions were held several times during the summer to acquaint the teachers with new ideas, allow them time to ask the other teachers questions, and pick up any supplies or paperwork that was needed. Teachers were encouraged to help the students expand and augment the powers of observation, help the students generalize and experiment with questions about their observations, help students become aware of their natural environment, involve the parents at all possible times, have a flexible schedule for each day's program, and promote good community relations.

The program activities took place in the areas surrounding the community and in the classroom. Students were taken on nature walks around the neighborhood and were shown many unnoticed but interesting objects that exist in their own backyards. During the course of the program, each student was given an opportunity to participate in a two-and-one-half day residential camp experience at Camp Hyde. After each field trip or nature walk, the class returned to the classroom to discuss the various objects observed, and the students expressed their interests and observations to their classmates and teacher. Class projects as well as individual projects such as bean gardens, leaf mounting, rock gardens, and insect collections were undertaken during the six-week course. Each teacher varied his or her class according to the areas which seemed to hold the students' interest. Students in different classes were allowed to make ice cream and cake, candles, flower plaques, and Kool-Aid paintings.

Classes met from 9:00 a.m. to 11:00 a.m. five days per week for six weeks. Each teacher had approximately 13 students. Usually at the end of the class, the students were treated to refreshments. If any information needed to be sent home, a newsletter or note was composed by the student and teacher.

Each student was provided or given the necessary equipment needed to start the projects undertaken by the class, such as: newspaper, small jars, plastic gallon milk bottles cut in half for bean gardens, paints, paper, etc.

Parental help was needed in signing waiver slips for field trips and permission to go camping. Parents were kept informed by newsletters and were encouraged to visit the classroom whenever they desired.

Community involvement consisted of certain businesses granting permission for tours through their place of business or helping with certain sightseeing trips.

The highlight of the Outdoor Education program was the two-and-one-half-day camping experience at Camp Hyde during the last two weeks of class. Students boarded the busses at their attendance centers for the trip. Each student had to bring his own clothing and bedding. When the students arrived at the camp, camp personnel took charge with a complete schedule of activities and events. Each cabin was given the name of an Indian tribe and all activities were scheduled by these names. The names were Apache, Navaho, Choctaw, Iroquois, Cherokee, and Sioux. A daily schedule of events at Camp Hyde follows:

TABLE 08.1

ACTIVITY SCHEDULE AT CAMP HYDE
FOR THE OUTDOOR EDUCATION PROGRAM

	Periods					
Activity	1 & 7	2 & 8	3 & 9	4 & 10	5 & 11	6 & 12
Horses	Apache	Sioux	Cherokee	Iroquois	Choctaw	Navaho
Nature	Navaho	Apache	Sioux	Cherokee	Iroquois	Choctaw
Swimming	Choctaw	Navaho	Apache	Sioux	Cherokee	Iroquois
Crafts	Iroquois	Choctaw	Navaho	Apache	Sioux	Cherokee
Creeking	Cherokee	Iroquois	Choctaw	Navaho	Apache	Sioux
Canoeing	Sioux	Cherokee	Iroquois	Choctaw	Navaho	Apache

SS 08.04

MONDAY

9:00	Arrive - Camp tour - Pick up T-shirts
10:00	First Period
11:00	Second Period
12:00	Waiter's Bell
1:00	Rest Hour
2:00	End rest
2:15	Third Period
3:15	Fourth Period
4:00	Fifth Period
5:00	Free Swim
6:00	Waiter's Bell
6:15	Supper
7:00	Games (All staff and cabins)
7:45	Store
8:00	Field Games
8:45	Showers
9:30	Lights Out - SILENCE! - All staff in cabin

TUESDAY

7:30	Reveille
7:45	Waiter's Bell
8:00	Breakfast
8:30	Cabin Clean Up
9:30	Sixth Period
10:30	Seventh Period
11:30	Eighth Period
12:30	Waiter's Bell
12:45	Lunch
1:30	Rest Hour
2:45	Ninth Period
3:30	Tenth Period
4:30	Free Swim
5:45	Waiter's Bell
6:00	Supper
6:45	Games
7:30	Store
7:45	Movie- Popcorn, Kool-Aid, (Lodge)

WEDNESDAY

7:30	Reveille
7:45	Waiter's Bell
8:00	Breakfast
9:30	Eleventh Period
10:30	Twelfth Period
11:30	Waiter's Bell
11:45	Lunch
12:45	Rest Hour
1:45	First Period
2:45	Second Period

WEDNESDAY (CONT.)

3:45	Third Period
4:45	Free Swim
6:00	Supper
6:45	Games
7:30	Store
7:45	Field Olympics

THURSDAY

7:30	Reveille
7:45	Waiter's Bell
8:00	Breakfast
8:30	Cabin Clean Up
9:30	Fourth Period
10:30	Fifth Period
11:30	Sixth Period
12:30	Waiter's Bell
12:45	Lunch
1:30	Rest Hour
2:45	Seventh Period
3:30	Eighth Period
4:30	Free Swim
5:45	Waiter's Bell
6:00	Supper
6:45	Games
7:30	Store
7:45	Movie

FRIDAY

7:30	Reveillle
7:45	Waiter's Bell
8:00	Breakfast
8:30	Cabin Clean Up - Pack
9:30	Ninth Period
10:30	Tenth Period
11:30	Eleventh Period
12:30	Waiter's Bell
12:45	Lunch
1:30	Rest Hour
2:45	Twelfth Period

Budget

Funding for the Outdoor Education program was provided by ESEA Title I funds. Total expenditure amounted to approximately $14,743.00. Of the total amount, approximately $4,585.00 was for stipends and personnel for camp contracts for students, and $3,990.00 for busses.

It should be remembered that pre-existing classrooms and equipment were utilized as work areas. The cost of approximately $131.00 per student would be considerably higher for the initial development of a program without these facilities.

EVALUATION

The objectives of this program were as follows:

1. The students in the Outdoor Education program will demonstrate an awareness of causal relationships in the natural environment as measured by teacher evaluation.
2. The students involved in the program will demonstrate increased skills of observation as determined by teacher evaluation.
3. The students involved will demonstrate the ability to classify objects according to a given attribute or characteristic as measured by teacher evaluation.
4. The students in the program will show evidence of developing an inquiring attitude toward natural phenomena as determined by teacher observation.

One hundred thirteen boys and girls were enrolled in the program. The students were informed about the program through friends, teachers, counselors, and principals. Each student resided in the Title I target area and was either bussed to the school or lived within walking distance. New students were allowed to enroll in the program during the first two weeks. Attendance was voluntary since the program was designed for student interest to motivate regular attendance. Some of the reasons given for students not coming to class included vacation with parents, lack of interest, illness and conflicts with a swimming class. Information concerning participants is shown in Table 08.2.

The class size varied between 12 and 17 students with the average size being 14. Of the 3,390 class days, 836 days were missed because of absence. This represents an absence rate of 25 percent compared to 23 percent for 1971. The average number of days attended by each student was 21.

Fifty-one percent of the students were boys and 49 percent were girls. Fifty-five percent were Caucasian, one percent Oriental, 26 percent Negro, and 18 percent Mexican American. There were no American Indians in the program.

The following are some comments and reactions to the program given to the evaluator:

> "I found out that things outside are important." (student)
>
> "I think the children learned most from Outdoor Education when they were allowed to work with their natural environment in an unstructured way." (teacher)
>
> "The theme I used was awareness of nature. Classification and describing properties were two ideas which were highly stressed. The children were given much freedom at each interest center." (teacher)

The comments and reactions to the program reported by the students and teachers to the evaluator seem to indicate the favorable attitude that the community has toward the program, and the desire to have it continue.

No standard tests were utilized to evaluate this program, but at the beginning of the program a questionnaire was given to each teacher (see Appendix). Responses from the questionnaire and a checklist given to a random sample of students in each class were the instruments used in the evaluation along with on-site observations.

Of the 20 students randomly selected to answer questions on the student checklist, ten were males and ten were females. Seventy percent were Caucasian, 15 percent were Negro, and three percent were Mexican American. The students ranged in age from seven to 11.

Certain questions on the questionnaire lend themselves to tabulation and appear in the following tables.

TABLE 08.2

STUDENTS ENROLLED IN THE OUTDOOR EDUCATION PROGRAM

Class	Number Enrolled	Race* 1	2	3	4	5	M	F	Attendance Present	Absent
Finn	12	5	-	4	3	-	6	6	310	50
Irving	16	7	-	7	2	-	10	6	360	120
Kellogg	14	8	-	6	-	-	8	6	228	192
MacArthur	13	9	-	3	1	-	4	9	300	90
Park	17	7	-	6	4	-	12	5	353	157
Rogers	13	12	-	1	-	-	6	7	309	81
Rogers	13	9	1	1	2	-	7	6	306	84
Waco	15	5	-	2	8	-	5	10	388	62
TOTAL	113	62	1	30	20	-	58	55	2554	836
PERCENT	100	55	1	26	18	-	51	49	75	25

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

SS 08.08

TABLE 08.3

FREQUENCY OF OBSERVATIONS ON PRE-POST NATURE WALK BY STUDENT

Class	PRETEST Number of Children	PRETEST Number of Item	POSTTEST Number of Children	POSTTEST Number of Item	Percent of Gain
Finn	10	22	8	22	0
Kellogg	11	28	7	43	54
MacArthur	13	44	7	42	-5
Park	15	72	11	93	29
Rogers	13	13	10	26	100
Rogers	12	11	7	25	127
Waco	14	62	11	88	42
TOTAL	88	252	61	339	35
		X = 36		X = 48	
	$\bar{X}$/Child = 2.9		$\bar{X}$/Child = 5.6		

Note: One school did not submit data

TABLE 09.4

STUDENT RESPONSE TO CHECKLIST FOR OUTDOOR EDUCATION PROGRAM

QUESTION	YES #	YES %	NO #	NO %	NO RESPONSE #	NO RESPONSE %
1. Could the student sort a given number of leaves by:						
(a) shape?	12	60	8	40	-	-
(b) size?	17	85	3	15	-	-
(c) color?	20	100	-	-	-	-
2. Could the student select a characteristic and sort the leaf according to that characteristic?	18	90	1	5	1	5
3. Could the student sort a given number of fruit by:						
(a) shape?	14	70	6	30	-	-
(b) size?	15	75	5	25	-	-
(c) color?	16	80	4	20	-	-
4. Could the student select a characteristic and sort the fruit according to that characteristic?	19	95	1	5	-	-
5. Given three areas of ground, could the student explain why there was:						
(a) More animal and plant life in the area close to water?	11	55	7	35	2	10
(b) Very little animal or plant life in the playground area?	9	45	9	45	2	0
(c) No animal or plant life in the road?	10	50	8	40	2	10
6. Comparing fruits and vegetables, could the student pick the objects which will not have seeds inside?						
(a) Apple-Orange-Pear-Carrot	19	95	1	5	-	-
(b) Grapefruit-Plum-Onion-Cherry	18	90	2	10	-	-
(c) Potato-Lemon-Peach-Apricot	19	95	1	5	-	-

NOTE: Two schools were unable to be tested.

According to Table 08.3, objective number one and two were met to some degree. From the data received, five schools show a gain in the number of observations made. This was true even though fewer students participated in the nature walk. The number of words per child changed from 2.9 to 5.6 on the pre-post nature walks. Also, the words students used to describe objects on the pre-nature walk to the post-walk became more descriptive.

Objectives three and four were met as shown in Table 08.4. Questions one, two, three and four were used to evaluate objective number three, while questions number five and six were used to evaluate objective number four. Some of the characteristics that students used to sort and group objects in questions two and four were size, color, taste, large - small, like - dislike, pairs, little - big stems, long or flat, rough or smooth, and pretty or ugly.

Objective number five was met to some degree by Table 08.3. The increase in the number of objects viewed and described by fewer students along the same route and in the same amount of time, indicates that the students had acquired a more inquiring attitude toward the natural surroundings.

RECOMMENDATIONS

The responses from the questionnaire, students, and observations by the evaluator indicate the success in attaining the major objectives.

The following recommendations are made:

- that the program be continued;
- that increased effort be given to explain the program to more eligible students;
- that consideration be given to using aides in the classrooms;
- that consideration be given to having a science consultant work with the teachers in their inservice sessions.

APPENDIX SS 08

SS 08-A1

WICHITA PUBLIC SCHOOLS
Wichita, Kansas

SCHOOL TRIP WAIVER FORM

______________________________ School

Month ______________ Date ________ Year ______

Brief statement about the nature of the activity.

This is the 5th year that the Outdoor Education classes will be going camping. The students this year will be taking two 2½ day trips to Camp Hyde during the next 2 weeks. This experience is part of their course work for this class. The students will be fully supervised by myself, your child's teacher, and the Camp Hyde staff. A full line of facilities will be available for your child such as restrooms, cabins, and a dining hall. You, the parents, are invited to come and visit your child at any time during their stay. To get to Camp Hyde take K-42 west until you are ½ mile west of Clonmel, then take a right on a gravel road 4 miles until you see the Camp Hyde sign. The camp telephone number is 1-584-6572.

The pupils who participate in the activity described above will need to be transported in a licensed public conveyance or by automobiles covered by adequate liability and/or trip insurance. They will leave our building at __________ o'clock and will return to our building between __________ and __________ o'clock. Reasonable precaution will be taken to provide for the pupils' safety.

We request that ______________________________
(Name of Pupil)
be transported as above stated, and we relieve and absolve the Wichita Public Schools of any responsibility other than that stated above.

____
Signature of Parent

____
Date

SS 08-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

TEACHER QUESTIONNAIRE FOR OUTDOOR EDUCATION
SUMMER 1972

Teacher ______________________ School ____________________

1. Total number of years teaching experience: __________
2. Number of years teaching in Outdoor Education program: __________
3. Highest level of education: __________
4. How much value were the inservice training sessions?

   Much __________, Some __________, None __________.

5. What suggestions, if any, have you for improving inservice training for Outdoor Education teachers? ______________________________

   ____

   ____

6. Would you teach in this program again?

   Yes __________ No __________ Undecided __________

7. List the field trips which were taken away from your immediate area.

		Transportation provided by:		
	Trip	B.W. Jones	Self	Other
1.				
2.				
3.				
4.				
5.				
6.				

8. What audio-visual equipment did you use to supplement your program?

Overhead Projector ____________ Record Player _______________

Filmstrips ___________ Cassette Recorder/Player ______________

Others _______________

9. Were materials provided by your coordinator adequate?

Yes __________ No _________

Comments: ____

____

10. What supplies would you like to have that would be of benefit to you in next year's summer program? _________________________________

____

11. Describe the approach and general plan used in your class in Outdoor Education. ____

____

____

____

12. Approximately what percentage of pupils attended class the entire six weeks?

100% ___ ___ 90% ______ 80% _______ 70% ______ Other ______

13. What factors influenced attendance?

Illness ________ Overslept _______ Lack of interest _________

Vacation _________ Others _________________________________

14. How many of your pupils participated in at least one session of the camp experience? ______________

15. What were some of the reasons children did not participate?

____

____

16. Did you participate in: one session _______; two sessions _______; None ________?

17. Did you think the camp experience was beneficial to the students?

Yes __________ No __________ Undecided __________

18. Was adequate supervision provided by the camp staff?

Yes __________ No __________

19. In your opinion, which elements in the camp experience most impressed the students? Skits __________ Campfire __________

Swimming __________ Hiking __________ Others __________

Comments: ______________________________

____

20. In your opinion what Outdoor Education experience or experiences contributed most to the development of the students?

____

____

____

21. How was parental contact and/or involvement conducted at your school?

Note __________ Phone ________ Home visits _______ Others ________

22. List some of the projects or activities that your class was involved in during the summer. ______________________________

____

____

23. Please comment on any other plans that you feel would strengthen the Outdoor Education program. ______________________________

____

____

SS 08-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

CHECKLIST FOR OUTDOOR EDUCATION PROGRAM
SUMMER 1972

Name of student ______________________ Date ______________

Age ____________ Sex ______________ Race ______________

School ______________________ Teacher ______________

	Yes	No	No Response
1. Could the student sort a given number of leaves by: shape?	a)______	______	______
size?	b)______	______	______
color?	c)______	______	______
2. Could the student select a characteristic and sort the leaf according to that characteristic?	______	______	______
What was the characteristic? ______________________			
3. Could the student sort a given number of fruit by: shape?	a)______	______	______
size?	b)______	______	______
color?	c)______	______	______
4. Could the student select a characteristic and sort the fruit according to that characteristic?	______	______	______
What was the characteristic? ______________________			
5. Given three areas of ground, could the student explain why there was:			
More animal and plant life in the area close to the water?	a)______	______	______
Very little animal or plant life in the playground area?	b)______	______	______

	Yes	No	No Response
No animal or plant life in the road?	c)______	______	______
6. Comparing fruits and vegetables, could the student pick the objects which will not have seeds inside?			
Apple-Orange-Pear-Carrot	a)______	______	______
Grapefruit-Plum-Onion-Cherry	b)______	______	______
Potato-Lemon-Peach-Apricot	c)______	______	______

SS 09.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
MODEL NEIGHBORHOOD AREA
FOLLOW THROUGH PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
C.H. Horn, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 09.01

MODEL NEIGHBORHOOD AREA FOLLOW THROUGH PROGRAM, 1971-72

SUMMARY

The Model Neighborhood Area Follow Through Program (MNAFT) was initiated during the regular school year, January 1972, and funded until January 1973. The summer MNAFT program was then proposed to serve MNAFT students and allow them the opportunity for continuation of the program they started in January 1972.

Two coordinators worked with four teachers, one student teacher, four teacher aides and three N.Y.C. workers in providing an educational program for 62 kindergarten and first grade students. The classes were housed in Waco Elementary School and students had reading and language using the Distar program and the individual approach to learning using the TEEM model.

Evaluation of the program was based on on-site observations and questionnaires completed by teacher aides, teachers, and coordinators.

It has been recommended that this program be continued.

ACTIVITY CONTEXT

The Model Neighborhood Area Follow Through Program (MNAFT) was located at Waco Elementary in Wichita Unified School District #259. This program was a continuation of a program developed in February, 1972 between Model Cities and Wichita Unified School District #259. The regular Model Neighborhood Area Follow Through program is very similar to the present Follow Through Program. The program was housed in six classrooms in two schools, Waco and Washington Elementary Schools. Approximately 187 children were served in four kindergarten classes which met for a half day, and four first grade classes. Each class was staffed by a certified teacher and an instructional aide. Also a rotating teacher and an aide were employed to relieve the regular classroom teachers so that the teachers could make home calls.

The Model Neighborhood Area Follow Through Program has a unique curriculum design. Methods used in this program differ dramatically from those one might see in the traditional classroom. The program utilized concepts of a program developed at the University of Arizona in their Center for Early Childhood Education labeled the Tucson Early Education Model (TEEM). The program also incorporated part of a instructional model labeled Distar Instructional System. Distar was developed by Siegfried Engelmann and his associates at the University of Illinois.

The MNAFT summer program was proposed by Wichita school personnel who felt that some type of program was needed for those students in the regular MNAFT program who desired to continue their reading and language training in the Distar Instructional System during the summer months.

SS 09.02

PROGRAM DESCRIPTION

Scope

During the summer of 1972, the MNAFT program was conducted at Waco Elementary School in the Title I target area. The program served 62 students who were selected from the regular MNAFT program located at Waco and Washington Elementary Schools during the regular school term. Twenty-three kindergarten students and 39 first grade students participated in the program. Thirty-two of these students were Negro, 45 were Caucasian, 13 were Mexican American, and one was American Indian.

The primary goal of the MNAFT program was to continue during the summer the new curriculum approach in the Distar reading and learning program and the interest center approach of the TEEM model.

Personnel

Two teachers with master's degrees were selected as coordinators for the program. Each coordinator worked part-time, one to train and supervise in the Distar reading program, and the other on supervising and helping teachers understand TEEM in more depth. One coordinator had worked as a program assistant in the regular MNAFT program while the other coordinator had worked in the special Distar reading and language classes in the public school system during the regular school year.

The duties of the coordinators consisted of providing leadership in the implementation of a comprehensive program for the students. This included working with the Coordinator of Primary Education, building principal, appropriate staff members of other agencies involved in poverty programs, parents, and other school system staff members. The coordinators also provided supervision for the MNAFT staff and related personnel, assisted in pre-service and inservice training, and coordinated the various components of the program so that all services contributed positively to the meeting of needs of the students.

Four elementary teachers were also employed by the program. Two teachers were assigned to the kindergarten and two teachers were assigned to the first grade. Both first grade teachers were employed in the MNAFT program during the regular school year. One of the kindergarten teachers had taught Distar reading and language previously while the other kindergarten teacher was a recent college graduate. She had done her student teaching under a teacher who was using Distar materials in her class.

The major responsibilities of the teachers were: attendance of pre-service and inservice training sessions, working with the coordinators in implementing the concepts of TEEM and skills in using Distar material, working with the appropriate staff in areas relating to interpreting and disseminating of information about the program, and providing services that would meet the needs of the students.

Each classroom in the summer MNAFT program had an instructional aide. Both first grade aides were employed in the regular MNAFT program and the two kindergarten aides were hired new for the summer program.

The major responsibilities of the instructional aides were to assist in the operation of instructional or supportive services under the general direction of the professional staff. Other responsibilities of the instructional aides included: attending staff meetings, pre-service and in-service workshops, working with parents and volunteers as directed, assisting in the supervision of students in the classroom, playground, field trips, or other areas as directed, assisting with marking papers, setting up displays, equipment, and interest centers, and routine clerical and classroom tasks.

Three N.Y.C. workers and one student teacher were also assisting in the summer program. The duties of the student teacher were basically the same as the teacher, while those of the N.Y.C. workers consisted of: setting up displays, equipment, interest centers; assisting in supervision of students in the classroom, playground and field trips; and routine clerical and classroom tasks.

Classroom teachers, instructional aides, student teachers, and N.Y.C. workers worked three hours per day, five days per week for six weeks.

The two coordinators, four classroom teachers, and student teacher were white and all females. The instructional aides were all black, three females and one male. The N.Y.C. workers were all black and all females.

Procedures

The regular MNAFT program has been funded from January, 1972 to January, 1973. This report is for the summer school session of 1972. The program was housed in four classrooms in Waco Elementary School. The rooms were arranged into "centers" by grouping furniture and curriculum materials into areas that were meaningful to the children. The "Distar centers" were devoted to such activities as reading, writing, language, and related activities while the "interest centers" were devoted to such activities as language arts, music, science, mathematics, and art. Also the centers were structured around such learning tasks as weighing and measuring, dictating stories about each student's drawings and experiences, and listening to recordings.

The coordinators met with the teachers and aides regularly to discuss lessons and methods for presenting curriculum. The coordinators observed and discussed what had happened in the classroom and revealed any inconsistencies between practice and theory. Modifications in procedures were discussed and the teachers and aides adjusted their instructional procedures accordingly.

Teachers, aides, and coordinators met periodically during the six-week summer session for inservice training before or after the regular school hours.

The first grade classrooms in MNAFT for the Distar reading and language program were divided into reading groups. The number of groups depended on the number of students enrolled but the number of students in each group was not to exceed five. Approximately two to five students were in each group at any given time (students of roughly comparable reading ability). Each reading group had to visit all the centers during the Distar period.

In a first grade classroom with three centers for the Distar activity, center I students worked individually on tasks such as painting pictures, cutting and/or drawing figures, or continuing work started in another center. The student's work at center I was spot checked, only to encourage them to structure their own learning activities.

In center II, each student worked individually as a part of a group seated around a table. He worked under the direct supervision of a teacher or aide on reading-related activities.

In center III, students individually read and repeated aloud words from pages of a lesson manual that a teacher or aide was holding. After each student had a turn reading single words in rapid succession - no lagging here - the students changed activities. The Distar Instructional System was used in this center. Distar I reading program is divided into 159 lessons. A teacher, at her discretion, may decide to go over two or three lessons in a day when she feels students already have mastered the revelant skills or concepts. Each teacher or aide always knew exactly which lesson of the 159 lesson program each student in her class was on, and could enumerate all the steps he had mastered.

Later in the morning, "interest centers" were open for the students. The number of interest centers open depended on the number of students in the class and the teachers. Interest centers contained materials and supplies that the students needed to work on projects, such as art supplies, typewriters, tape recorders, record players, earphones, and books. Students were grouped heterogeneously in the interest centers.

The structure and operation of the kindergarten classes were basically the same as the first grade class except they had two Distar centers concerned with language and reading.

During the regular school MNAFT program, the importance of parental interest and involvement in students' education was recognized. In the summer program parents were encouraged to visit the classrooms at any time and share what they knew about the student - his behavior at home, his problems with school work, or any areas in which the student needed special help.

The MNAFT teachers were asked to report the activities of a typical day and the following is a schedule of a kindergarten and first grade day.

Typical MNAFT Kindergarten Day

9:00 - 9:15	Planning
9:15 -10:15	Distar groups
10:15 -11:00	Recess and Snacks
11:00 -12:00	Alternating Structured and Unstructured Activities

Typical MNAFT First Grade Day

9:00 - 9:15	Planning
9:15 -10:15	Distar groups
10:15 -11:00	Recess and Snacks
11:00 -12:00	Interest Center - Structured Activities

Students were placed in Distar groups based on the winter progress reports. A student was able to change from a slower group to a group that read on a higher level or from a faster group to a slower group in order for the student to progress more at his own rate. The teacher - student and aide - student ratio was one to 12 in the kindergarten class and one to 20 in the first grade.

After the small group of students had finished a reading and language lesson, each student was handed a small piece of paper. These papers were daily "take-homes" - a reward for and proof of work completed. Because their parents, too, had been instructed in ways of using the sheets with students at home, they were able to play an active role in their student's education.

Field trips were also taken by the kindergarten and first grade classes. Some of the places visited included Pepsi Cola Company, downtown Post Office, City Library, Riverside Park, Woodlawn Park, Western Auto Store and neighborhood area.

The major special materials used in the MNAFT program were the Distar reading and language materials. Kits containing the teacher's manual, lesson manuals, take home papers, etc. for each of the subject areas were supplied to each teacher. Additional art supplies and games were purchased periodically during the program as needed to illustrate certain concepts.

The classroom equipment that teachers felt were of the most benefit to them were: tape recorder, record player, filmstrip projector, play house equipment, typewriter, overhead projector, and head phones.

Budget

The total cost of the MNAFT program was approximately $4,797.00 for the summer of 1972. The funds were provided by Title I ESEA funds. Of this total amount, $3,857.00 was spent for personnel salaries and stipends, $388.00 for teaching supplies and snacks, and $552.00 for student transportation.

It should be noted that this is a continuation of a program that was developed and initiated during the regular school year. As a consequence, initial teacher training cost, teacher supplies, Distar materials and equipping classroom cost would be greater than is shown above. The approximate $77.00 per student cost is based on the enrollment of 62 students.

EVALUATION

The primary goal of the MNAFT program was to continue during the summer the new curriculum approach involving the Distar reading and language program and the interest center approach of the TEEM model.

The following objectives were selected for evaluation:

1. Participating teachers will demonstrate knowledge of skills in using the Distar materials and of the concepts of the TEEM model as measured by the program assistant's observations.
2. The children enrolled in the program will demonstrate an improvement in language competence as measured by teacher observation.
3. The students in the program will demonstrate an awareness of societal arts and skills - reading, mathematics, and social interaction, as determined by teacher observation.

The students enrolled in the summer MNAFT program were selected from the students who had been enrolled in the regular school year MNAFT program. Twenty-three kindergarten and thirty-nine first grade students were selected. Each student was a resident of the Model Neighborhood. Students attended school voluntarily.

Information shown in Table 09.1 shows the sex, race composition, and class sessions attended by the students.

SS 09.06

TABLE 09.1

MNAFT STUDENT STATISTICS

Grade	Sex M	Sex F	Race 1	Race 2	Race 3	Race 4	Race 5	Total	Attendance Present	Attendance Absent
Kindergarten	7	16	11	-	6	5	1	23	486	214
Percent	30	70	48	-	26	21	4	100	70	30
First	18	21	17	-	14	8	-	39	748	422
Percent	46	54	44	-	35	21	-	100	64	36
Composite	25	37	28	-	20	13	1	62	1234	636
Percent	40	60	45	-	32	21	2	100	66	34

The absence rate for kindergarten was 30 percent and 36 percent for the first grade. Some of the reasons for this high rate of absenteeism were: lack of interest in summer school, illness, and vacation of parents. Seven students who attended one or more weeks did not finish the summer program.

At the beginning of the program a questionnaire (see Appendix) was distributed to the teachers, teacher aides, and coordinators. During the course of the program, interviews and conferences were held with teachers, aides, and coordinators by the evaluator. Also several on-site observations were made by the evaluator. Certain items on the questionnaires lend themselves to tabulation. The questions and responses follow in Tables 09.2 and 09.3.

TABLE 09.2

LESSON COMPLETED BY KINDERGARTEN

	Class A Waco	Class A Washington	Class B Waco	Class B Washington
Beginning	61	31	61	30
End	95	65	105	69
Gain	34	34	44	39

NOTE: Due to Washington starting their reading program approximately a month later than Waco, the starting lessons for the summer program were different.

TABLE 09.3

LESSON COMPLETED BY FIRST GRADE

	Group I		Group II		Group III	
	Class		Class		Class	
	A	B	A	B	A	B
Beginning	29	33	41	69	59	88
End	53	65	88	120	106	137
Gain	24	32	47	51	47	49

All the teachers, teacher aides, and coordinators indicated they believed the program was very helpful to the students. The following are some general comments and reactions to the program:

> "The teachers have shown continued improvement and competency in using the Distar program. Any suggestions made to improve their technique has been immediately implemented." (coordinator)

> "At the beginning of summer school, the children's attitudes toward Distar was not positive. (This was true of Waco children.) However, at the close of summer school, the children displayed a definite positive attitudinal change toward Distar." (teacher)

> "Also, because of the utilization of learning centers and emphasis upon individualization of learning, the children were more free to explore personally meaningful areas of interest." (teacher)

> "Of course there are some weaknesses, but I do see alot of strong points. I feel that MNAFT is a very worthwhile program because the children are learning alot as far as responsibilities, reading, and mathematical progress is concerned." (teacher aide)

According to teacher responses to question number 19 (teacher questionnaire) three teachers rated their knowledge of skills using Distar materials, and skills in using the concepts of the TEEM model as "some" and one as "much". These questions were designed to measure the first objective. The second objective was met as measured by the teacher's responses to question 16 A (teacher questionnaire). All teachers rated the improvement in language competence as "considerable". Also, Tables 09.2 and 09.3 indicate that objective number two was met by showing the gain on lessons each class made. The two groups of students from Waco School regular MNAFT program gained 34 and 44 lessons respectively, while the two groups of students from Washington gained 34 and 39 lessons for a 30-day period. Each lesson was scheduled to be covered in a one-day period, but a teacher might give two or more lessons a day if the students had mastered them. The first grade classes were separated into three groups for each class. Group I gained 24, Group II - 47, and Group III - 47 lessons for classroom A, while Group I gained 32, Group II - 51, and Group III - 49 for classroom B. Teacher responses to question number 16 B (teacher questionnaire) indicate that objective number three was met. Three teachers rated the improvement for the students in the societal arts and skills (reading, mathematics, and social interaction) as "considerable" and one teacher as "great".

RECOMMENDATIONS

The responses from the questionnaires, teacher aides, teachers, coordinators, and on-site observations by the evaluator indicate the success in attaining the objectives. This program is recommended for continuation if the regular program is funded for the period January, 1973 to January, 1974.

APPENDIX SS 09

SS 09-A1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

MODEL NEIGHBORHOOD AREA FOLLOW THROUGH COORDINATOR QUESTIONNAIRE

Name ______________________________

1. Total number of years teaching experience. __________

2. Number of years teaching in a Follow Through project. __________

3. Number of years experience working with the **TEEM** Model __________,

   Distar materials __________.

4. List the most important duties that you performed as a coordinator.

   ____

   ____

   ____

   ____

   ____

5. Did you have any special problems recruiting and maintaining a staff?

   Yes ______ No ______

   Comments: ______________________________

   ____

   ____

6. How were the students chosen who participated in the summer program?

   ____

   ____

7. How did the summer program originate?

   ____

   ____

   ____

SS 09-A2

8. Did you have any special problems in the summer program as compared with the regular program? ______________________________________

____

9. Please state below any comments about the knowledge of skills in using the Distar materials and/or concepts of the TEEM model demonstrated by the teachers. ______________________________________

____

____

____

____

10. Please state below any additional comments which would be helpful in evaluating the program. ______________________________________

____

____

____

SS 09-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

MODEL NEIGHBORHOOD AREA FOLLOW THROUGH
TEACHER QUESTIONNAIRE

Name ______________________________ Class ________________________

1. Total number of years teaching experience ____________

2. Number of years teaching in a Follow Through project ______________

3. How much value were the inservice training sessions to you?

   Much _____________ Some ______________ None ______________

4. Indicate in what way the inservice meetings were helpful or why they were of no help. ____

   ____

   ____

5. What suggestions, if any, have you for improving inservice training for teachers? ____

   ____

6. Was the help provided by the coordinators of value to you?

   Much ____________ Some __________ None ____________

   Comments: ____

   ____

7. How would you rate the quality of help you received from the coordinators?

   Very High __________ High __________ Medium ________ Low __________

8. How would the coordinators be of greater help to you?

   ____

   ____

9. List the field trips, if any, which were taken.

Trips	Transportation provided by:
____________________________	______________________________
____________________________	______________________________

10. Please list the schedule of activities for a typical day of Model Neighborhood Area Follow Through.

Activity	Time

11. Which classroom supplies were of most benefit to your class?

1. ______________________________, 2. ______________________________,

3. ______________________________, 4. ______________________________,

5. ______________________________, 6. ______________________________.

12. Did you have parental contacts?

Yes __________ (give approximate number) No __________

At school ______________________ At home ______________________

By note or telephone ____________ Other ______________________

13. Was attendance generally excellent _________, good ___________,

satisfactory ___________, unsatisfactory ______________?

14. How many children attending one or more weeks did not finish the program?

____

15. What were the reasons the pupils did not finish the program?

Illness ______________________ Vacation of parents __________________

Lack of interest ______________ Other reasons _______________________

SS 09-B3

16. In comparison with the first week of summer school and the last week of summer school, indicate the extent of improvement for each group.

0 Can't rate this
1 No improvement
2 Slight improvement
3 Considerable improvement
4 Great improvement

	0	1	2	3	4
A. Language competence	____	____	____	____	____
B. Societal Arts and Skills (reading, mathematics, social interaction).	____	____	____	____	____

17. List the lesson number that each group started on June 12, 1972.

____

18. List the lesson number that each group completed on July 19, 1972.

____

19. How would you rate your knowledge of skills in using the Distar materials?

Much _______, Some _______, Little ________, None ________.

In using the concepts of the **TEEM Model?**

Much _______, Some _______, Little ________, None ________.

20. Please state below any additional comments which would be helpful in evaluating the program.

SS 09-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

MODEL NEIGHBORHOOD AREA FOLLOW THROUGH
TEACHER AIDE QUESTIONNAIRE
SUMMER 1972

Class ______________ Highest level of education ____________________

1. Have you participated as a teacher's aide in any previous programs?

   Yes _________ No _________

   Comments: ____

   ____

2. Would you work in this program again? Yes _____ No _____ Undecided _____

3. Describe the duties and activities performed by you as a teacher's aide.

   ____

   ____

   ____

   ____

4. Did you attend the inservice meetings? Yes _____ No _____

5. Please write any additional comments you wish concerning the strengths or weaknesses of the program.

   ____

   ____

   ____

   ____

SS 10.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
COMMUNITY EXPERIENCES
PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Gerald R. Riley, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

COMMUNITY EXPERIENCES

SUMMARY

The primary goal of the Community Experiences program was to introduce target area pupils to a variety of businesses, industries, agricultural and governmental segments of the community.

There were 116 pupils enrolled in this program. The pupil-teacher ratio was 23 to one. The attendance rate was 63 percent.

Five teachers, five aides, one program coordinator, and one part-time transportation coordinator were employed.

Teachers indicated on questionnaires that the program objectives were met and the program was a successful experience for the pupils.

It is recommended that the course be offered again next summer with a possible reduction in the daily time period from three hours to two. It is also recommended that some study be given to attendance.

ACTIVITY CONTEXT

The Community Experiences program was a new program this summer. It was designed to acquaint third through sixth grade Title I pupils with the various business, industry, agriculture, and government pursuits within the community. The program was based in five elementary schools throughout the community.

PROGRAM DESCRIPTION

Scope

The program provided various aspects of community experiences for 116 third through sixth grade pupils from the Title I area. The objectives of the program were to increase the student's understanding of the relationships between various community businesses and industries, and for pupils to be able to articulate their occupational interests.

Personnel

There were five professional teachers, one coordinator and one transportation coordinator in this program. Each teacher had an aide whose salary was paid through the Emergency Employment Act. The transportation coordinator also arranged field trip transportation for other Title I activities. The teachers and aides were employed three hours per day, five days per week, for six weeks. The coordinator was employed four hours per day, five days per week, for six weeks. The duties as outlined by the coordinator were to:

1. Promote enrollment in the course;
2. Conduct orientation sessions for staff members involved in the program;
3. Assist in the development of general objectives and evaluation procedures to be applied to each field trip;
4. Coordinate and schedule field trips for various classes;
5. Arrange transportation for each field trip;
6. Provide meaningful experiences and exposure for the students which will better enable them to draw conclusions concerning people in the community and the work they do, the product they produce or the service they render.

Procedures

The Community Experiences program was in session for three hours per day, five days per week, for six weeks. This report covers that period of time. The program was located in regular classrooms in five elementary schools.

The coordinator held two one-half day inservice training sessions. One was an orientation session before summer school started, and the other was held midway through the session.

A typical weekly schedule for the classes usually followed this pattern:

Monday - Prepare for field trips scheduled during the week. This included research, reports, preparing questions to ask on trip, background films, etc.
Tuesday
Wednesday--Field trips
Thursday
Friday - Discuss trips, write reports, find places visited on city maps, write "thank-you" notes, etc.

Some classes made notebooks about the field trips, some constructed model cities, and others kept scrapbooks.

Most classes used resource materials such as 16 mm films, annual Report of the City of Wichita, city maps, and other information provided by the city and other local agencies.

The main activity of this program was field trips to various businesses, industries, and governmental agencies. Each class took an average of three field trips per week. The following is a listing of the various places visited by the classes.

Commercial Fish Farm
The Fleming Co. (wholesale grocery corporation)
U.S. Post Office
Wichita Eagle-Beacon Newspaper
Wichita Art Association - Museum
Wichita Art Museum
Institute of Logopedics
Wichita State University
McDonald's (drive-in restaurant)
Century II (civic center)

Pepsi-Cola Plant
Bell Telephone System
Wichita Fire Station #1
New Sedgwick County Zoo
City Water Filtration Plant
Humane Society
McConnell Air Force Base
Steffen's Dairy
Wichita Board of Education Plant Facilities
St. Francis Hospital
Red Cross
Beech Aircraft
Sedgwick County Court House
Dold Meat Packing Co.
Excel Meat Packing Co.
City Library
Riverside Park
Sanitary Landfill
Sears Roebuck and Company
Sims Park
Sta-Krisp Potato Chip Plant
Veterans Hospital
Warne Flower Shop

Bus transportation was provided to and from the field trip site. Approximately one hour was spent at each site.

One of the trips taken by each class was a tour of the Gross Fish Farm. The farm is an experimental fish growing operation. Its purpose is to develop a large scale, semi-automated fish marketing operation.

The farm is located adjacent to a large electrical power generating plant. A portion of the excess cooling water from the plant is piped to the fish farm where it is cooled and aerated. Aeration and cooling are accomplished by a large, motor-driven water wheel located near the water inlet. Water from the electrical plant is approximately 120°F, therefore cooling is necessary. The water can be cooled and maintained at a specified temperature year-round, thereby increasing the growth rate of the fish. Feeding is done automatically by a hopper-auger arrangement. Harvesting is semi-automated.

The manager of the fish farm carefully explained the economics and mechanics of the operation. This trip seemed to fascinate the children since most of them have had some kind of fishing experience.

All five teachers reported that all the places visited on the field trips were very receptive to this type program. All had a definite interest in helping the children become acquainted with the particular business, industry or agency.

Budget

The total budget for this program was $7,108.00. This included $4,057.50 for personnel, $232.00 for supplies, $94.50 travel allowance for coordinator, $2,513.00 bus transportation, and OASI $211.00 The cost per pupil based on this budget was $61.28.

EVALUATION

The primary goal of the Community Experiences program was to introduce target area pupils to a variety of community occupations, businesses, and industries, and to acquaint them with the agricultural and governmental segments of the community. Specific objectives to be evaluated were:

1. The students enrolled in the Community Experiences program will be able to articulate their occupational interests as measured by teacher observation.
2. The students involved in the Community Experiences program will reflect an increase in their understanding of the relationships between various community businesses and industries as indicated by teacher observation.

Participants in the program were informed of this program through regular communication channels in their elementary schools. Enrollment in this course was voluntary.

A total of 116 pupils were enrolled in this program. The pupil-teacher ratio was 23 to one. Sixty-seven percent of the participants were male and 33 percent were female.

The racial composition of the group of 94 pupils (data not available on one class) was:

Caucasian	26%	(24 pupils)
Negro	63%	(59 pupils)
Mexican American.	12%	(11 pupils)

The grade levels of the 116 participants were:

First Grade . . .	6%	(7 pupils)
Second Grade . .	5%	(6 pupils)
Third Grade . . .	9%	(10 pupils)
Fourth Grade . .	16%	(19 pupils)
Fifth Grade . . .	26%	(30 pupils)
Sixth Grade . . .	36%	(42 pupils)
Seventh Grade . .	<1%	(1 pupil)
Eighth Grade . .	<1%	(1 pupil)

Attendance data was available on 95 of the 116 participants. The average daily attendance was 60 pupils. The average number of days attended by each pupil was 19 out of the 30 total days. The attendance rate was 65 percent. The range of attendance for individual classes was 53 percent to 68 percent.

The principal evaluation instruments used were questionnaires which the five teachers and the coordinator completed.

To measure objective number one, teachers were asked to respond to the question, "Do you have measures or indications of the pupils becoming more aware of their own interests and abilities as related to occupations?" All five teachers responded in the affirmative. Some had observed their interests in library material. Most felt that various comments such as, "That's what I want to do when I grow up", during and after trips by pupils indicated occupational interests.

Objective number two was not easy to measure directly. It is assumed by the pupil experiences that pupil understanding was increased. Teachers indicated this understanding in their citing of the major advantages of this type of program:

"It gets children into the community."

"Made pupils aware of a variety of jobs."

"They saw minority races in all types of work and on every trip."

"It helps children become aware of service and cultural things available to them."

"Awareness opportunities."

"Children were exposed to various businesses, industries, and cultural experiences which they might not have had a chance to explore. They learned about how communities are formed in a general sense and specifically how Wichita was started and progressed."

"Field trips provided the kids with the opportunity to get genuine community experiences. Most of their experiences prior to the course were limited to the _________ area."

It can be concluded that both objectives, though difficult to measure directly, were achieved. It seemed to be a good experience for the participants.

RECOMMENDATIONS

It is recommended that this type of field trip oriented program be offered again next summer.

Attendance should be given some study if the course is offered again.

Teacher comments indicate that shortening the three-hour per day sessions to two hours should be considered.

APPENDIX SS 10

SS 10-A1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

COMMUNITY EXPERIENCES TEACHER'S QUESTIONNAIRE
SUMMER 1972

Name ______________________________ School ____________________

If you need additional space, please use back of sheets or attach additional pages.

Contract period: ___________ hours per day, ___________ weeks.

1. Briefly describe a typical weekly schedule. (activities, pre-field and post-field trip, discussions, class procedures, surveys, etc.)

____

____

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____

____

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____

2. What commercially available materials did you find effective in this course? 1. ____________________ 2. ____________________

3. ____________________ 4. ____________________

Comments: ____

____

____

3. What ideas and/or easily constructed materials of your own did you find particularly useful? ______________________________________

____

____

____

4. What materials did the pupils construct?

5. Which of these proved to be particularly effective?

6. What special projects did the pupils complete (other than mentioned in questions four and five).

7. What was the general reaction of the business and industry people to your field trips?

8. Do you have measures or indications of the pupils becoming more aware of their own interests and abilities as related to occupations?

Yes ________, No ________.

Examples:

SS 10-A3

9. Do you have indications that the pupils have become more aware of values and attitudes necessary to succeed in the world of work?

Yes ______________; No ______________

Examples: ____

10. Do you have any indication of parent opinion of this program?

Yes ______________; No ______________

Comments: ____

11. What were the major advantages of this program?

12. What specific problems did you encounter?

13. What innovative or exemplary procedures did you use which should be shared with others who participated in similar programs?

Specific examples: ____

____

____

____

14. What specific changes would you make to increase the effectiveness of this program? ____

____

____

____

15. Was attendance generally excellent __________, good __________, satisfactory __________, unsatisfactory __________?

16. How many children attending one or more weeks did not finish the program? ______________

17. What were the reasons the pupils did not finish the program?

____

____

SS 10-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

QUESTIONNAIRE FOR COORDINATORS
SUMMER, 1972

Name ______________________________ Program ________________________

Contract period: __________ hours per day for ________weeks.

1. Briefly describe your duties and responsibilities as coordinator of this project. ____

____

____

____

____

____

2. Did you have any indication of parent opinion of this program?

Yes __________ No _________

Comments: ____

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____

3. What do you feel are the major advantages of this program?

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4. What are the major disadvantages of this program?

____

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____

5. Were there, in your opinion, innovative or exemplary procedures used which should be shared with others, not only in Wichita, but also nationwide? Please specify: ________________________

____

____

____

____

6. What suggestions would you make to increase the effectiveness of this program?

____

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____

7. What suggestions would you make to increase the effectiveness of the evaluation of this program?

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8. Please include any comments you may have which are not covered in items one through eight.

____

____

____

____

____

SS 11.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
NEGLECTED CHILDREN
PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Janet Bare, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

NEGLECTED CHILDREN PROGRAM, 1971-72

SUMMARY

Three residential institutions for neglected children were served by this program during the eight-week summer session. The goal of the Neglected Children program was to provide a variety of instructional, recreational, and social activities to residents of the children's homes. Participation records indicated that 85 children took part in programs of reading, physical education, arts and crafts, swimming, bowling, and a nursery. Many children participated in more than one activity. Program objectives, specifying small group instruction in reading and social or recreational activities, were met. It was recommended that the program be continued, but that project directors consider (1) including a staff training component, and (2) combining academic year and summer Neglected Children programs into one full-year program.

ACTIVITY CONTEXT

The provisions of ESEA PL 89-10 Title I (as amended by PL 89-750) include projects to meet the needs of pupils residing in institutions for neglected or delinquent children. Such a component has been a part of the Wichita Title I program since the summer of 1967. The Neglected Children program was designed to serve the special needs of institutionalized children by providing educational, supportive, and enrichment services.

Since its inception, the Neglected Children program has been offered each academic year and each summer, with the exception of the summer of 1971. The number of institutions served and the number and type of activities offered have varied according to the needs of the institutions, as well as to the amount of Title I funds available.

During the summer of 1972, the Title I Neglected Children program served three residential institutions in Wichita: the Maude Carpenter Children's Home, the Phyllis Wheatley Children's Home, and the Wichita Children's Home. Both the Wichita Children's Home and the Phyllis Wheatley Children's Home are licensed, private agencies which receive United Fund assistance. The Maude Carpenter Children's Home is a licensed, private, church-affiliated institution providing 24-hour care for dependent and neglected children aged three through 16. The Phyllis Wheatley Children's Home provides similar services for children aged two through 16, and also operates a day nursery for three to five-year-old children of working parents unable to pay the full cost of child care. The Wichita Children's Home provides 24-hour care for boys aged three through 12 and girls aged three through 14. The Wichita Children's Home and the Phyllis Wheatley Children's Home receive referrals from the Sedgwick County Juvenile Court, the Sedgwick County Welfare Department, the Kansas State Department of Social Welfare, or by application to the superintendent of the school by private persons. During the school year, residents of the three agencies attend the Wichita Public Schools, and some attend summer school. Children of the appropriate age are enrolled in the Head Start program.

PROGRAM DESCRIPTION

Scope

A total of 85 children participated in the Neglected Children program during the 1972 summer session. The primary goal of the program was to provide reading instruction and recreational and social activities to residents of the three participating institutions. Services and activities varied according to the needs of each facility. It was felt that such a program met the special needs of institutionalized children for meaningful, enjoyable activities during the summer months, and for positive interaction with an interested adult within a small group or on a one-to-one basis.

Personnel

Staff for the Neglected Children program included one coordinator, five certificated instructors, and one instructional aide.

The coordinator has directed the academic year and summer programs for Neglected Children for the past four years. The task of coordinating the program is considered to be a part-time job; the coordinator has combined it with a teaching assignment at Wichita State University on a contract which allows 20 percent of her time to be spent as a consultant. Such a schedule affords the coordinator maximum flexibility in determining how and when her time should be spent. For this reason, the coordinator is available to all institutions and personnel involved, in spite of the many different schedules which are required. Specific duties of the coordinator include the following:

1. Determine needs of institutions to be served, and plan program accordingly;
2. Recruit staff and provide inservice training;
3. Serve as consultant to assist in any problems which arise;
4. Serve as liason between teacher and social worker or other institutional personnel and maintain good relations between program and institution;
5. Serve as resource for teachers;
6. Visit children and classes;
7. Order and transport needed supplies.

Five instructors were employed by the Neglected Children program for a total of 74 hours per week for eight weeks. These five teachers provided a nursery program and classes in arts and crafts, physical education, reading, and swimming. Teachers' main duties were to provide instruction or leadership and encourage participation in the given activity, and to provide the children with a maximum amount of attention on an individual or small group basis. Teachers worked closely with personnel of the institution and tailored each of their programs to meet the needs of the institution served. In this way, program planners sought to insure for the children a comfortable atmosphere with a high degree of continuity between the "classroom" and all other components of their Home.

The instructional aide worked five hours per day for eight weeks. The aide's main duties were to assist the nursery teacher, and to accompany and supervise children participating in the bowling and YMCA swimming programs for the Phyllis Wheatley and Wichita Children's Homes.

Procedures

This report is an evaluation of the entire Neglected Children program, which ran from June 5 through July 28, 1972. Copies of evaluation instruments are included in the Appendix.

All program activities were located in the three residential institutions, with the exception of the bowling and swimming classes for the Phyllis Wheatley and Wichita Children's Homes. Special arrangements were made with Skybowl (a commercial bowling facility) for bowling lessons and equipment, and with a neighborhood YMCA for swimming lessons and use of their pool. A bus and driver were hired to transport the children to and from the Homes; the instructional aide supervised them on the bus. At the Maude Carpenter Children's Home there was a pool on the premises, where one of the Neglected Children program instructors provided two hours of supervision and instruction per day.

Two hours of preservice training were provided at the beginning of the Neglected Children summer program, for which the teachers were paid a stipend. At this time the coordinator presented the goals and rationale of the program and prepared teachers for some of the problems which might be encountered. Special problems and limitations in working with institutionalized children were explained and discussed, and questions were answered. "Ground rules" varying from one institution to the next were reviewed, and record-keeping procedures were explained. Supplies and materials on hand were distributed and additional items to be ordered were determined. All teachers felt this meeting was invaluable in preparing for the summer program.

The program coordinator determined the needs of each Home on the basis of available facilities and staff, and the number and ages of the children in residence. Table 11.1 lists the activities offered at each institution.

TABLE 11.1

TITLE I ACTIVITIES OFFERED IN NEGLECTED CHILDREN PROGRAM, SUMMER 1972

	Activities					
Institution	Nursery	Reading	Arts & Crafts	Swimming	Bowling	P.E.
Maude Carpenter				X		
Phyllis Wheatley		X	X	X	X	X
Wichita Children's	X		X	X		X

Activities were scheduled throughout the day to provide the children a variety of experiences and to make it possible for them to participate in as many as they wished. Arts and crafts and physical education were available to children of all ages; children were grouped according to ages and each small group was assigned a 30 or 40 minute block of time with the instructor. Reading was arranged in a similar manner, with children grouped according to reading level. Such organization insured that children interacted with instructors as members of very small groups, and appropriate activities could be planned more easily.

The official adult-pupil ratio for the entire program, based on an enrollment of 85, was one to 14.2. Actually, this ratio was much lower, both because teachers met with small groups and because the figure of 85 represents the total number of pupils served, which was greater than the number in residence at any one time. For these reasons, actual adult-pupil and teacher-pupil ratios were nearly always one to ten or fewer, and in some cases (such as the nursery and the reading program) were as low as one to two or three. This was extremely important, since institutionalized children often have tremendous needs for attention and affection. Many have difficulty with academic subjects and reading or are poorly coordinated, and need individualized help in all areas of instruction.

Teachers tried to give children tasks which they were able to master, so that they might experience the satisfactions of completion and achievement. Efforts were also made to encourage socially desirable behaviors, such as taking turns, cooperating, and sharing. Teachers took the children on walks, errands, and field trips to supplement their experiences outside the Homes. Field trips to the public library for a tour and to check out books were particularly successful.

Several of the teachers who are also involved in the Neglected Children program during the academic year felt that the Neglected Children program should be expanded to eliminate the periods before and after the summer session when the children have nothing to do. The coordinator agreed that this was a good idea, and stated that it would be beneficial to both the staff and the children served if the Neglected Children program could be set up on a yearly basis.

Instructional materials and equipment were carried over from one year to the next, with a budgeted allowance for purchases of replacements and additional items. Materials used in the Neglected Children program included toys, puzzles, games, art supplies, physical education equipment, books, and games to improve basic reading and communication skills (such as Milton Bradley's Quizmo). Toys, equipment, and books owned by the Homes were available for the children's use in the Neglected Children program.

Budget

Personnel	$4,337.00
OASI	225.00
Supplies	343.00
Other (includes bowling and transportation)	1,473.00
Total	$6,378.00

Expenditures for the Neglected Children summer program totaled $6,378.00. This figure represents the Title I funds spent during the eight weeks of operation of this project. The amount shown would not be adequate to begin such a program, since many of the supplies were funded in earlier programs. Based on an unduplicated count of 85 participants, the per pupil cost was $75.04. If the computed cost was based on the total participation figure of 220 children (thereby counting a child more than once when he participated in more than one activity), the amount would be $28.99 per activity per child. Costs of the Neglected Children program do not include expenditures for major equipment, provisions for YMCA swimming (included in an earlier program budget), or costs of buildings and maintenance (included in the regular budget of each Home).

EVALUATION

The primary goal of the Neglected Children program was to provide a program of instructional, recreational and social activities to children in three local residential institutions. Specific objectives to be evaluated were:

1. The residents of the children's institutions in the Neglected Children program will receive reading instruction in small groups, as shown by participation records.
2. The residents of the children's institutions in the Neglected Children program will participate in a variety of social and recreational activities including arts and crafts, swimming, bowling, and a program of physical education, as shown by participation records.

A total of 85 children participated in the Neglected Children summer program. There were 43 boys and 42 girls, ranging in age from three to 17. The Wichita Children's Home had the youngest population, with no child over 14 years old; the Maude Carpenter Children's Home had the greatest number of older children, and its youngest resident was seven years old. Table 11.2 summarizes the enrollment figures of each institution by sex and age.

TABLE 11.2

NUMBER*, SEX, AND AGE OF RESIDENTS IN HOMES SERVED BY THE NEGLECTED CHILDREN PROGRAM, SUMMER 1972

Institution	Total Number*	Sex M	Sex F	Age 3-6	Age 7-10	Age 11-14	Age 15+
Maude Carpenter	21	11	10	0	4	2	15
Phyllis Wheatley	23	11	12	6	3	9	5
Wichita Children's	41	21	20	16	19	6	0
Totals	85	43	42	22	26	17	20

*unduplicated count

Table 11.3 lists the activities offered by the Neglected Children summer program to the Homes, and the number of children participating in each. The total number of participants in the Neglected Children program summer activities was 220. This figure, when compared with the unduplicated count of 85, indicates that many of the children were enrolled in two or more of the activities offered.

TABLE 11.3

TOTAL PUPIL PARTICIPATION BY ACTIVITY IN
NEGLECTED CHILDREN PROGRAM, SUMMER 1972

unduplicated N = 85

Activity	Homes Participating	Total Number of Participants
Physical Education	Wichita Children's Phyllis Wheatley	64
YMCA Swimming	Wichita Children's Phyllis Wheatley	64
Arts & Crafts	Wichita Children's Phyllis Wheatley	32
Swimming	Maude Carpenter	21
Reading	Phyllis Wheatley	16
Bowling	Phyllis Wheatley	14
Nursery	Wichita Children's	9
	Total number participating	220

The first objective specified that residents of the institutions served by the Neglected Children program would receive reading instruction in small groups, as shown by participation records. Table 11.3 indicates that 16 children were given special reading instruction. These children were grouped according to reading levels, and the teacher worked with each group separately. The evaluator observed the teacher working with one group of three and one of five. The reading teacher felt that this program "created new interest and enthusiasm for reading." For these reasons, it can be concluded that the first objective was successfully achieved.

The other objective to be evaluated was that the residents of the children's homes in the Neglected Children program would participate in a variety of social and recreational activities, as shown by participation records. Figures given in Table 11.3 show that a total of 195 participants were enrolled in arts and crafts, physical education, swimming, and bowling activities. All or most children eligible for an activity did participate, and seemed to enjoy themselves. Several teachers reported that their programs seem to have improved the children's social skills and fostered positive relationships among them. On the basis of the participation figures in Table 11.3, it is concluded that the second objective of the Neglected Children program was also met.

The general purpose of the Neglected Children program was to help fill the special needs of institutionalized children for worthwhile activities and individualized attention. Such needs are impossible to quantify, but are apparent to even the casual observer. Staff of the Neglected Children summer program were sensitive to the needs of the children. Teachers were professional, but seemed to have a genuine compassion for, and interest in, their pupils. Children responded to the program in a very positive manner. Directors of the institutions felt that the children benefited from the Neglected Children program.

RECOMMENDATIONS

Based on the findings discussed above, it is concluded that the objectives of the Neglected Children program were successfully achieved. It is recommended that the Neglected Children program should be continued, and that the following suggestions be considered:

- Project planners should investigate the possibility of combining the academic year and summer Neglected Children programs into a year-long program to maximize continuity and services.
- Funds should be provided to include a staff training component, to be conducted by the coordinator of the Neglected Children program.

APPENDIX SS 11

SS 11-A1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

NEGLECTED CHILDREN'S PROGRAM
TEACHER QUESTIONNAIRE
SUMMER 1972

Please complete this form and return it (in the envelope provided) on or before Tuesday, July 25, 1972.

Name ______________________ Institution ________________

Activity or Subject ________________ Number of classes ________

Total number of students enrolled in your class(es). ______________

1. Describe briefly the structure and content of your program or activity.

2. Please report any observations which indicated achievement, change in attitude, etc., in the children. (You may want to answer this in a general way for your group or give specific examples of individuals).

SS 11-A2

3. Please cite any procedures which you found to be particularly effective in changing behavior and/or achievement. Include ways in which materials, equipment, or special activities were utilized.

4. Do you feel the objectives of the program were successfully achieved?

   ________Yes ______No Please discuss.

5. What do you consider to be the major advantages of the Neglected Children's program? ______________________________

6. What were the major problems encountered in this program?

____

____

____

7. What might be done to solve the problems discussed in item 6?

____

____

____

____

____

____

8. What equipment or supplies were especially helpful to your effort in the program? ______________________________

____

____

____

____

____

9. Did you have access to materials or equipment other than that which was provided with Title I funds? ____________________

____

____

____

10. Was the orientation meeting of value to you? Why or why not?

____

____

____

____

____

11. Any additional comments regarding this program or the evaluation.

SS 11-A5

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

NEGLECTED CHILDREN'S PROGRAM
COORDINATOR QUESTIONNAIRE
SUMMER 1972

1. What are your duties and responsibilities as coordinator?
2. What are the major advantages for the participants in the Neglected Children's program? Any disadvantages?
3. Do you feel the objectives of the program were successfully achieved?
4. How might the effectiveness of the program be increased?
5. Were there any particular problems encountered by you or the teaching staff?
6. How might evaluation be improved?

SS 12.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
YOUTH TUTORING YOUTH
PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Janet Bare, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 12.01

YOUTH TUTORING YOUTH, 1971-72

SUMMARY

A total of 106 tutors and 336 tutees participated in the Youth Tutoring Youth (YTY) program during its six-week session. Tutees were residents of the Title I target area, and ranged in grade level from pre kindergarten to seventh grade. Tutors were secondary students who were eligible for N.Y.C. employment, according to Office of Economic Opportunity guidelines. Fifteen YTY centers operated in 13 schools and the Community Education Center.

The goal of the program was to improve the language skills and the self-image of elementary and secondary target area pupils. There were five specific objectives to be evaluated. It was concluded that three of these objectives were successfully achieved; these were: (1) participants exhibited an improved self-image, as measured by the Associate Teacher Checklist; (2) the YTY program provided work opportunities for secondary students; and (3) participants demonstrated improved language skills, as measured by teacher evaluation. There were two objectives which were met to some extent, but not to the degree that they could be considered successful. These objectives were: (4) the YTY program will provide participants with an insight into the teacher's role and the opportunities of a teaching career; and (5) participants of the YTY program will be encouraged to develop inter-racial understanding.

On the basis of the above conclusions, it was recommended that the YTY program be continued, but that some changes in format be considered by program planners.

ACTIVITY CONTEXT

The notion that youth tutoring other, or younger, youth is a successful learning situation is based on fairly recent research findings. A team of investigators at the University of Michigan reported that the behavior of student tutors improved when they were given positions of trust and responsibility. Moreover, their experience in a teaching role seemed to develop their ability to learn. In another study, conducted by New York City's Mobilization for Youth, it was reported that both tutors and tutees improved their reading ability while participating in such a program.

In 1967, the National Commission on Resources for Youth, Inc. initiated pilot YTY programs; these proved to be so successful that they soon became the priority project of the Commission. That same year it was realized that cooperation might be mutually beneficial between YTY and the Neighborhood Youth Corps (NYC), a program funded by the Office of Educational Career Opportunities of the Department of Labor. In the system which developed, low-income, underachieving teenagers eligible for NYC employment were placed in the YTY program. Their experiences as tutors included more challenges and possibilities for learning than most other NYC jobs. It was hoped that the YTY program, in addition to helping tutees, would improve the tutors' academic skills and work habits, encourage them to remain in school, and develop their ability to assume responsibilities.

Wichita's YTY program was initiated in the summer of 1970 in an effort to reduce the drop-out rate of 16-year-olds and to provide employment for NYC-eligible youth. Tutees were elementary pupils in the Title I target area who had demonstrated a need for individual attention and special help in developing and enriching their reading and language skills. The YTY program was offered during the 1971 and 1972 summer sessions with little change in format, although its size has been increased each year.

PROGRAM DESCRIPTION

Scope

A total of 106 tutors and 336 tutees participated in the 1972 YTY program. In order to be hired as a tutor in the YTY program, youths had to be eligible for NYC employment. The requirement of the YTY program that tutors must read on at least a fifth grade level was observed in most, but not all, cases. Tutees were Title I-eligible elementary pupils and ranged from pre kindergarten to the seventh grade level. Of the 317 tutees for which information was available, 40 percent were recruited from Title I Corrective Reading or Basic Primary classes; an additional nine percent were enrolled in other Title I summer school programs, and 51 percent were enrolled only in YTY.

The primary goals of the YTY program, designed to meet the needs of target area elementary and secondary pupils, were as follows:

(1) to improve the reading and language skills of tutors and tutees,
(2) to improve the self-image of participants, and
(3) to serve as a supplementary and enrichment experience.

The program sought to achieve these goals by using alternative teaching methods, such as the one-to-one pairing of tutors with tutees.

Personnel

Staff for the YTY program totaled 132 persons. This figure included one administrator-advisor, one program coordinator, three supervising teachers, 15 associate teachers, five social workers, 106 tutors, and one secretary-bookkeeper. Salaries for the administrator, social workers, tutors and bookkeeper were paid with NYC funds. Duties of the administrator, social workers, and bookkeeper involved recruiting NYC employees, handling problems which might arise, and figuring the payroll.

Title I funds provided the salaries for the program coordinator and the supervising and associate teachers. The YTY program coordinator, a reading specialist for the public schools, has attended a national YTY workshop and has acted as coordinator since the program's inception. Three supervising teachers, all certificated reading teachers, served as liasons between the coordinator and their associate teachers. All 15 associate teachers had had some college experience; seven were graduates, five were classified as seniors, two were juniors, and one was a sophomore in college. Of the two men and 17 women staffing the YTY program, nine were Negro, eight were Caucasian, and two were Mexican American.

The program coordinator was employed four hours per day for ten weeks. The coordinator reported the following as the main duties of that position:

(1) Design program and determine program objectives,
(2) Administrate the program in conjunction with the NYC staff,
(3) Recruit supervising and associate teachers,
(4) Select and order materials,
(5) Plan and conduct 20 hours of pre and inservice training of associate teachers and tutors,
(6) Devise methods of record keeping and construct forms, and
(7) Evaluate the program.

Supervising teachers were employed for 40 days, four hours per day. At the end of the summer session the three supervising teachers were hired for a combined total of five eight-hour days to inventory supplies and assist in evaluation of the program. Each supervising teacher was assigned five associate teachers, and consulted with them at their centers on a daily basis. Among the duties listed by the supervising teachers were the following:

(1) Introduce YTY program objectives and procedures to associate teachers and tutors;
(2) Serve as liaison between program coordinator and associate teachers;
(3) Serve as a reading specialist to diagnose severe problems and prescribe special help;
(4) Act as consultant and resource for associate teachers and tutors;
(5) Act to prevent or minimize problems and maintain functioning program at each center;
(6) Establish rapport and facilitate cooperation between YTY staff, building principals, and cooperating teachers; and
(7) Distribute supplies and (if necessary) pay checks.

Associate teachers worked four hours per day for 35 days. Twelve of the 15 associate teachers were new to the YTY program this summer. Each associate teacher was assigned to a YTY center, and supervised the activities of seven tutors and their tutees. Associate teachers reported the following as some of their major tasks:

(1) Supervising and assisting tutors in planning lessons and working with tutees;
(2) Providing motivation and training for tutors when necessary;
(3) Keeping tutors occupied in constructive activities when tutees were absent or not scheduled;
(4) Planning scheduling of tutees;
(5) Consulting with cooperating teachers to determine tutees' individual needs;
(6) Maintaining order in classroom;
(7) Keeping attendance and other records and checking on absentees; and
(8) Keeping track of supplies, cameras, and other equipment.

Procedures

This report is an evaluation of the entire YTY program, which was in operation from June 12 through July 21, 1972. Copies of all evaluation materials are included in Appendix SS 12-A.

Thirteen YTY centers were located in elementary schools; two were housed in the Community Education Center (CEC). There was a YTY program in each of the eight schools designated as summer Title I attendance centers, and in one regular school receiving target area residents. The other six YTY programs were held in four schools and the CEC, all of which are located in the Title I target area. Four of the five buildings within the target area housed no other summer programs; YTY personnel in these buildings recruited tutees from the neighborhood, and the programs operated in schools which were otherwise vacant. Space available for the YTY program varied from one center to the next. Three centers were assigned two annexes or a double annex; three were assigned two or more large classrooms; three had one very large room or a multi-media center, four had regular classrooms, and two were assigned to the school library (but shared it with other classes). Eleven associate teachers felt that the physical facilities in their centers were adequate; four felt that theirs were too small and crowded for this type of program.

The supervising teachers met with the coordinator for three four-hour sessions two weeks before the program opened. During this time they planned the week of preservice training for associate teachers and tutors. There were four half-day sessions of orientation at the CEC and one four-hour session at the YTY centers during the week prior to summer school. During the orientation, the rationale, rules, and procedures of the YTY program were presented. Get-acquainted games, role-playing, and other techniques were used to help the staff become comfortable with each other as well as with their purpose for being there. The final morning of preservice training was spent at the centers, where associate teachers and their tutors familiarized themselves with the building and organized their materials.

Although many associate and supervising teachers reported that the preservice training was of some value, most expressed the opinion that the time could have been better organized and spent more wisely in other ways. Supervising teachers expressed a need to spend more time with their associate teachers in order to "structure" their leadership and prepare the centers for the program. Nearly all associate and supervising teachers felt the training sessions could be improved and made more relevant. In her evaluation of the program, the coordinator recommended the following revisions for pre and inservice training of YTY personnel:

(1) Restructure preservice training to include:

	Supervising Teachers	Associate Teachers	Tutors
Mon-Thurs.	8 a.m. - 4 p.m.	9 a.m. - 4 p.m.	1 p.m. - 4 p.m.
Fri.	8 a.m. -12 a.m.	8 a.m. -12 a.m.	8 a.m. -12 a.m.
Total hours	32 hours	28 hours	16 hours

(2) Include five hours inservice training for supervising teachers to work with associate teachers; two and one-half hours at the end of the second and the fifth weeks of tutoring.

(3) Schedule eight hours for supervising teachers to inventory and store materials and to evaluate the program.

During the six weeks of operation, YTY personnel worked from 8:00 a.m. until 12:00 noon. At each center an associate teacher supervised seven (and in one case, eight) tutors. For six centers, it was necessary to canvass the neighborhood to recruit tutees. In most of these programs, maintaining a sufficient number of tutees to occupy the tutors became a major problem. Enrollment and attendance were better in the centers where children were taken from other summer school classes for their tutoring session. The entire staff agreed that future YTY centers should be placed only in those schools where summer classes are offered, and that tutoring should be integrated with summer school classes, such as Basic Primary or Corrective Reading.

Responses of teachers whose pupils participated were generally positive. Of 13 Basic Primary teachers responding to the question "Was the YTY program of value to your class?", four checked "much", eight checked "some", and one indicated that her response would fall halfway between "much" and "some". Eleven Corrective Reading teachers responded to the same question, with two indicating "much", seven "some", and two marking "none".

Most positive comments concerned the individual attention given to the tutee. Most children looked forward to their session and enjoyed the time spent with their tutors. A few teachers felt that their pupil's experiences as tutees actually reinforced negative behaviors and attitudes toward reading. Many teachers stated that the major problem in participating in the YTY program was that pupils were leaving and entering their classrooms at different times throughout the morning. This made scheduling more difficult for the teachers; several expressed a desire to have their entire class present at the same time for at least half an hour each day. Apparently, a few pupils attended the YTY program once or twice and did not wish to return. These problems should be taken into consideration by program planners seeking to establish YTY as a component of other summer classes.

Ideally, each tutor was to spend one hour per day with each of his three assigned tutees, with the fourth hour spent in planning and preparation. Tutors were expected to fill out a daily plan sheet for each of their tutees. In many centers, such a schedule was observed, although in most cases modifications were necessary.

Based on a total of 106 tutors and 336 tutees, the average number of tutees per tutor was 3.2; this tutor-tutee ratio ranged from 1:1.9 in one center to 1:4.3 in another. Most summer school classes met from 9:00 to 11:00 a.m., and finding tutees able or willing to come before or after this time period was often difficult. Many tutors met with tutees for 30 or 45 minute sessions, in order to better accomodate their schedules. This arrangement was successful, except that in some cases too much time was left for the tutors, with no tutees or planning to occupy them. Such limitations should also be considered by future planners, since cooperative and responsible attitudes were difficult to maintain once constructive activities had been exhausted. If the YTY program is offered in conjunction with other summer classes, some modification of the YTY schedule might be necessary and should be considered.

Tutors and tutees worked together, on a one-to-one basis. If necessary, the supervising or associate teacher assisted with constructive ideas and suggestions for activities; teachers also intervened occasionally, when problems of discipline or conflicts arose. For the most part, however, supervising and associate teachers worked on the "sidelines," as resources or advisors. Their task was to foster the primary tutor-tutee relationship, and facilitate positive interaction between them - both social and academic. Tutors were very proud, and aware, of their new status, and most took their responsibility to their tutees quite seriously. They realized a sense of accomplishment in teaching others things that they already knew; tutees responded well to the individual attention shown to them. Tutors and tutees frequently experienced an affection that was mutual and genuine. The tutors were extremely proud of their tutees' accomplishments; when the relationship was a positive one, tutees worked hard to please their tutors.

A wide variety of materials and supplies were available to implement the YTY program. A list of some of these materials is included in Appendix SS 12-B. Associate teachers most often reported the following materials as most helpful for their own needs: Youth Tutoring Youth: A Manual For Trainers, games, and art supplies; for the tutors' needs: Reading Helper (levels two through seven), You're the Tutor, art supplies, and educational games; and for the tutees' needs: books, games, and art supplies. A Polaroid camera and film were popular with both tutors and tutees for making center scrapbooks and "All About Me" books. Audio-visual machinery, typewriters, and other equipment were used extensively. Books on many levels were made available to each center and school libraries were accessible in every case.

Materials were often developed or adapted to suit the special needs of individuals. One center adapted a desk-sized exercise, putting a deck of alphabet cards in order, to basketball court dimensions in order to physically involve a hyperactive child.

Reading, writing, speaking, and listening skills were all stressed. Tutors used many different contexts in which these language skills could be practiced. Walks, art work, field trips, and personal descriptions became the bases for stories which the tutees wrote or dictated. Stories children read from their books were later reproduced in the child's own words, or were used as examples on which to base original tales. Tutors displayed drill words with the overhead projector, printed them on a typewriter, or recorded them on tape. A variety of phonograph records were also used, often in conjunction with filmstrips and written texts. A tutor and his tutee did not always work by themselves; group activities were planned from time to time by the associate teacher or the tutors. Field trips, picnics, plays, films, and the center scrapbooks are examples of such group efforts.

Wages were the tutors' motivation and their reward for responsible behavior. Tutors were paid $1.60 per hour, but could be docked for absences, excessive tardies, or for not using their time (with or without tutees) in a constructive manner. There was some frustration expressed by both supervising and associate teachers that some tutors showed little or no interest in the program and made minimal efforts to cooperate. Teachers who mentioned this problem suggested that removing the small number of tutors with such attitudes would do much to improve the general morale and motivate the rest. At one point, when there was some difficulty in distributing the checks at the time they were due, morale was very low and, in the words of one supervising teacher, "the program almost collapsed."

Motivation of the tutees was primarily the responsibility of the tutors, although the supervising and associate teachers were ready to give assistance. At the end of the program, several centers planned "graduation" ceremonies or other special activities, such as skits or parties. In many cases parents were invited to attend, and some did so. When asked about the degree of parent involvement in this summer's program, the coordinator gave the following response:

> "Associate teachers contacted tutees' parents at least three times, once by letter to explain the program, again for permission to go on a field trip and a third time to invite them to closing exercises. Many associate teachers made personal contacts by phone and home visits. The consensus is that parents were more aware of the program and its objectives this year."

Budget

Personnel	$10,800.00
OASI	561.00
Supplies	2,806.00
Other	975.00
Total	$15,142.00

The amount itemized above represents the Title I funds which were expended by the YTY programs during its six-week summer session. Salaries of the coordinator, supervising teachers, and associate teachers were paid with these funds, as was the cost of supplies. Wages for the administrator-advisor, five social workers, 106 tutors, and a bookkeeper were paid by the Neighborhood Youth Corps.

Based on a total of 106 tutors and 336 tutees, the per pupil cost of the program was $34.26 in terms of Title I monies expended. The overall cost of the program, considering both Title I and NYC funds, was $41,498.25. Based on the same total of 442 pupils, the per pupil cost of the entire program was $93.89. These amounts do not take into consideration the costs of buildings, maintenance, or regular equipment provided by the Board of Education.

EVALUATION

The primary goal of the Youth Tutoring Youth program was to improve the language skills and the self-image of elementary and secondary target area pupils through alternative educational methods. Specific objectives to be evaluated were:

1. The tutors and tutees in the program will exhibit an improved self-image as measured by the Associate Teacher checklist.
2. The Youth Tutoring Youth program will provide work opportunities to secondary students as tutors. This will be evaluated by program records.
3. The participants of the Youth Tutoring Youth program will demonstrate improved language skills as measured by teacher evaluation.
4. The Youth Tutoring Youth program will provide participants with an insight into the teacher's role and the opportunities of a teaching career as revealed through tutor responses.
5. The participants of the Youth Tutoring Youth program will be encouraged to develop inter-racial understanding as evidenced by the racial composition of the group and by participation records.

Tutors were sometimes recommended by their school administrators or counselors if it was thought that they would benefit from such a program. Others were assigned to the YTY program when they applied for a job through the NYC. The YTY criterion that the tutors have a reading level of at least fifth grade was not always observed, and some associate and supervising teachers felt that their programs would have been more successful if there had not been exceptions made to this rule. Office of Economic Opportunity employment guidelines were observed, and this was the main criterion for eligibility. Of 106 tutors only six who attended one or more weeks did not finish the program, and were replaced. All 15 associate teachers were asked to rate tutor attendance; 11 considered tutor attendance to be "excellent", three felt it was "good", and one considered it to be "unsatisfactory."

A communication device was used to encourage tutee enrollment. Children had to be residents of the Title I target areas, and did not have to be involved in other Title I or regular summer school programs, although they could be. For this summer's program recruitment was done in the schools, neighborhoods, and within other summer school programs - particularly Corrective Reading and Basic Primary classes. One hundred thirty-two tutees were in attendance on the first day of summer school; based on an official enrollment of 336, this represents only 39 percent of the final figure. Such a low number reflects the fact that many centers had no enrollees on the first day. Of the tutees who attended one or more weeks, 47 did not finish the program, and 31 were replaced with other children. Eight associate teachers considered tutee attendance to be "good", five thought it was "satisfactory", and two felt it was "unsatisfactory." Based on the 317 tutees for which data were available, 29 percent (91) were enrolled in Basic Primary classes, 11 percent (37) were enrolled in Corrective Reading, nine percent (28) were enrolled in some summer school program, and 51 percent (161) were enrolled only in YTY. The coordinator, supervising teachers, and associate teachers agreed that enrollment and sustained attendance were much better in those programs where tutees were enrolled in some other summer school activity. In the centers where it was necessary to recruit tutees from the neighborhood, attendance was generally sporadic and less satisfactory. Attendance data were available for 221 tutees. The average number of days attended for this group, based on 30 days possible, was 20.1 per child. Percent attendance for the ten centers reporting ranged from 48 to 98 percent, with a mean of 66 percent.

Tutors ranged from the eighth to the twelfth grades, and the average was tenth grade. Eleven percent (12) of the tutors were Caucasian, 86 percent (91) were Negro, and three percent (3) were Mexican American.

Tutees ranged from pre kindergarten to the seventh grade, with a mean grade level of 2.6. Table 12.1 represents the enrollment distribution of the tutees by grade level. Forty-six percent of the tutees were male, and 54 percent were female (based on data for 314 pupils). Sixty-six percent of the tutees were Negro, 23 percent were Caucasian, six percent were Mexican American. Two percent were listed as Other, or race undetermined. Table 12.2 lists the tutee enrollment by sex and race. Enrollment by center ranged from 13 to 30 tutees, with a mean enrollment of 22.4 children per center.

TABLE 12.1

ENROLLMENT OF TUTEES BY GRADE LEVEL IN YTY PROGRAM, SUMMER 1972

	GRADE LEVEL										
	PK	K	1	2	3	4	5	6	7	Other	Total
Number	17	21	67	85	33	43	33	26	4	7	336
Percent	5	6	20	25	10	13	10	8	1	2	100

TABLE 12.2

ENROLLMENT OF TUTEES BY SEX AND RACE IN YTY PROGRAM, SUMMER 1972

	SEX (N = 314)		RACE (N = 336)*					
	M	F	1	2	3	4	5	6
Number	143	171	77	0	223	19	9	8
Percent	46	54	23	0	66	6	3	2

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian, 6=Other or undetermined.

The first objective stated that both tutees and tutors would exhibit an improved self-image, as measured by associate teacher response on the Associate Teacher Checklist (see Appendix SS 12-A). Table 12.3 summarizes the responses of the eight associate teachers who completed this Checklist. Their responses represent an evaluation of 53 percent (56) of the tutors and 57 percent (191) of the tutees. As indicated in Table 12.3, the associate teachers felt that 45 percent of the tutors exhibited "much" improvement, 46 percent showed "some" improvement, and five percent had made no improvement in their self-image. For the tutees, 37 percent made "much" improvement, 52 percent showed "some" improvement, and seven percent had made "none." Taken overall, 91 percent of the tutors and 89 percent of the tutees made "much" or "some" improvement in their self-image, as evaluated by their associate teachers. For this reason, it is concluded that the first objective was met.

The second objective specified that the YTY program would provide work opportunities for secondary students as tutors. Program records indicate that 106 secondary school youth were employed four hours per day for seven weeks in the YTY program at $1.60 per hour. It can therefore be concluded that this objective was also achieved.

TABLE 12.3

SUMMARY OF RESPONSES TO ITEMS OF THE ASSOCIATE TEACHER CHECKLIST, YTY SUMMER PROGRAM, 1972

N=56 (tutors), 191 (tutees)

ITEM	ASSOCIATE TEACHER'S RESPONSE			
	MUCH	SOME	NONE	NOT GIVEN
Percent of tutors who:				
improved facility for				
reading	34	43	21	2
listening	23	46	18	13
writing	20	41	32	7
speaking	29	37	21	13
improved their self-image	45	46	5	4
are better able to handle responsibility	34	41	9	16
Percent of tutees who:				
improved facility for				
reading	39	33	26	2
listening	38	44	9	9
writing	27	54	10	9
speaking	21	47	25	7
improved their self-image	37	52	7	4

Objective number 3, that the participants in the YTY program will demonstrate improved language skills, is measured by associate teacher evaluation. Associate teacher responses for this objective are also included in Table 12.3. Associate teachers reported that 77 percent of the tutors and 72 percent of the tutees made "much" or "some" improvement in their facility for reading. Sixty-nine percent of the tutors and 82 percent of the tutees indicated similar improvement in their facility for listening. Teachers perceived "much" or "some" improvement in writing ability for 61 percent of tutors and 81 percent of the tutees, and comparable improvement in speaking ability was observed in 66 percent of the tutors and 68 percent of the tutees. On the basis of these responses, it may be concluded that achievement of the third objective was reasonably successful.

The fourth objective stated that the tutors would indicate that their participation had provided them an insight into the role of teaching and the opportunities of a teaching career. Tutors answered two open-ended questions (see Appendix SS 12-A) and responses were tallied for all 100 tutors. The evaluator attempted to record each item mentioned by a respondent. There was no prescribed number of points to be counted for either question; if a tutor mentioned several discrete subjects, each was counted. If he made one statement one or more times, only one point was recorded. Each question was tallied separately, although there was a great deal of overlap on the type of responses given for the two questions. Table 12.4 summarizes categories of tutor responses to each question. The Table indicates that out of 367 topics mentioned in questions 1 and 2, only 57, or 15 percent, had to do with teaching. It is true that in a few cases tutors did exhibit an impressive insight into the role and challenge of teaching, but this small number did not seem sufficient reason to conclude that the objective had actually been achieved. Although tutors frequently reported that they had learned a great deal about the needs and interests of children and the satisfactions which come from helping others, such insights are tangential to the central issue of the objective, as outlined by program planners. For these reasons, it must be concluded that this objective was not successfully achieved.

The last objective stated that the participants of the YTY program would be encouraged to develop inter-racial understanding, as evidenced by the racial composition of the group and by participation records. At nine of the 15 centers, however, all of the tutors were Negro, and at six of these nine, the associate teachers were also Negro. In three centers out of 15, the entire group of tutees, tutors, and associate teachers were Negro. Such records seem to indicate that this objective was not satisfactorily achieved. Additional enrollment information serves to corroborate this fact. As stated earlier in this report, the racial breakdown of the tutors was 86 percent Negro, [illegible] percent Caucasian, and three percent Mexican American. Racial composition of the group of tutors did not seem to adequately reflect that of the tutees, which was 66 percent Negro, 23 percent Caucasian, six percent Mexican American, three percent American Indian, and two percent other, or undetermined. Although the racial composition of the group of tutors is necessarily constrained by the limitations in anticipating enrollment and in hiring those who make themselves available for employment, particular effort should be made in future programs to hire a group of tutors whose racial composition more closely reflects overall program enrollment. Program planners might also make special efforts to insure a racial mix at all centers when placing associate teachers and tutors. When asked if they felt that the program goals had been achieved, one supervising teacher and four associate teachers stated that they did not believe the inter-racial objective had been met. For these reasons, it must be concluded that the fifth objective was not adequately met.

TABLE 12.4

SUMMARY OF YTY TUTOR RESPONSES TO QUESTIONNAIRE, SUMMER 1972

Number of tutors responding = 106

	Frequency of Response	Percent of Total
Question I (What have you learned from the YTY program?):		
Insight - needs and behaviors of children	119	31
Insight - teacher's role	57	15
Employment - responsibility and advantages	28	7
Social/Self Awareness	15	4
Satisfaction of helping others	10	3
Nothing or unintelligible	4	1
Question II (What is the best thing you have done in the YTY program?):		
Help tutees	75	19
Activities at center (e.g. field trips, art work)	45	12
Social interaction	16	4
Insight - needs and behaviors of children	8	2
Self improvement	5	1
Nothing or unintelligible	5	1
TOTAL	387	100

RECOMMENDATIONS

On the basis of this evaluation, it is recommended that a revised YTY program be funded, given that the tutoring program is offered in conjunction with other Title I summer activities, such as Basic Primary and Corrective Reading. Further suggestions for the consideration of program planners are given below:

- offer YTY programs only in those schools which can furnish adequate space for the tutors and tutees to work in pairs;
- offer the services of YTY on an optional basis for teachers as well as individual children;
- the requirement that tutors be able to read on at least the fifth grade level should be observed by the NYC office when placing students as tutors;
- consider rehiring some tutors who were responsible and positive in their role, to serve as a model for incoming youths;
- provisions should be made to evaluate self-image with a standardized instrument;
- provide some reliable means for assessing reading levels (to be administered by persons with some professional expertise); and
- increase racial mix within all centers.

APPENDIX SS 12

SS 12-A1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

YOUTH TUTORING YOUTH
COORDINATOR QUESTIONNAIRE
SUMMER 1972

1. What were your duties and responsibilities?
2. What aspects of the Wichita YTY program do you think would benefit YTY throughout the country?
3. What are the major advantages for participants in the YTY program?
4. Do you feel all of the objectives of the program were successfully achieved?
5. Were the recruitment procedures for the tutees more successful this year than last? If so, why?
6. Were the YTY programs more successful in those centers where there were other summer programs in session?
7. Were there more attempts this year to inform/involve parents of tutors and tutees of the activities of YTY? Were these successful?
8. How would you improve the effectiveness of YTY?
9. Did you encounter any problems with parents or with staff?
10. How could evaluation be improved?

SS 12-A2

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

YOUTH TUTORING YOUTH
SUPERVISING TEACHER QUESTIONNAIRE
SUMMER 1972

Name ______________________________

Please complete these questions and return this form to Mrs. Coakley on Friday, July 21, 1972.

1. What were your duties and responsibilities?

____
____
____
____
____
____

2. What innovative methods did you see developed by associate teachers under you or by their tutors?

____
____
____
____
____
____

3. What were the strengths of YTY?

____
____
____
____
____

4. What were some problems encountered by the staff you supervised? How could these be avoided in future years?

5. In what ways would you improve the program?

6. Do you feel the behavioral objectives of the YTY program were successfully achieved? Which were, and which were not? Please discuss.

SS 12-A4

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

YOUTH TUTORING YOUTH
ASSOCIATE TEACHER QUESTIONNAIRE
SUMMER 1972

Name ______________________ Center ____________________

Please complete these questions and return this form to your supervising teacher on Friday, July 21, 1972.

1. What were your duties and responsibilities as a YTY associate teacher?

____

____

____

____

____

2. Were the staff training and inservice meetings of value to you? Why or why not? ______________________

____

____

____

____

3. Which materials did you find most helpful?

For your needs: ______________________

____

____

For your tutor's needs: ______________________

____

____

For the tutees' needs: ______________________

____

4. Did you develop methods or materials you found helpful?

5. Did your tutors develop methods or materials that were effective with the tutees? ______

6. Did you or your tutors use special methods to motivate tutees? Comment.

7. How many tutees were bussed to your school; how many were walk-ins?

______ out of ______(total number) were bussed.

______ out of ______(total number) were walk-ins.

8. Were you able to use equipment and the library in your building?

Yes ______ No ______

Comments: ______

9. Were the physical facilities in your center adequate for your purposes (eg. Were you able to spread out and separate groups of tutors and tutees, were you all in one room, did it seem crowded, etc.)?

Comments: ______________________________

____

____

____

____

____

10. Did you have an indication of parent opinion of the program? If so, please give percentages in each category: Positive ________%

Negative ________% Indifferent ________% Unknown ________%

Comments: ______________________________

____

____

11. Did you have contacts with parents (give approximate number)

of tutors at their home ________________

at school ________________

by note or telephone ________________

of tutees at their home ________________

at school ________________

by note or telephone ________________

12. Is this your first summer with YTY? Yes ______ No ______, this is my ________second, ________third.

13. What were the strengths of the YTY program?

____

____

____

14. What were weaknesses of the YTY program?

15. What are your suggestions for the improvement of the program?

16. Do you feel that the behavioral objectives of the YTY program were successfully achieved? Which were, and which were not? Please discuss.

SS 12-A8

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

YOUTH TUTORING YOUTH
ASSOCIATE TEACHER CHECKLIST

Name ____

Two objectives of the YTY program are that the tutors and tutees "will exhibit an improved self-image and demonstrate improved language skills." To help us evaluate these objectives, please indicate the number of pupils who showed progress in the following areas. Return this checklist on ______

	MUCH	SOME	NONE
1. How many tutors:			
(a) improved facility for reading?	______	______	______
(b) improved facility for listening?	______	______	______
(c) improved facility for writing?	______	______	______
(d) improved facility for speaking?	______	______	______
2. How many tutees:			
(a) improved facility for reading?	______	______	______
(b) improved facility for listening?	______	______	______
(c) improved facility for writing?	______	______	______
(d) improved facility for speaking?	______	______	______
3. In your opinion, how many tutors improved their self-image?	______	______	______
4. In your opinion, how many tutees improved their self-image?	______	______	______
5. In your opinion, how many tutors are better able to handle responsibility?	______	______	______

SS 12-A9

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

ENROLLMENT AND ATTENDANCE

Please list below the number of pupils in each category:

GRADE LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
Public School													
*Non-Public School													
Male													
Female													

* Enrolled during regular school term in private, parochial, etc.

1. Was tutee attendance generally excellent __________, good ____________, satisfactory __________, unsatisfactory ____________?
2. Was tutor attendance generally excellent __________, good ____________, satisfactory __________, unsatisfactory ____________?
3. How many tutees who attended one or more weeks did not finish the program? ______________
4. What were the reasons the tutees did not finish the program?

____

____

____

____

5. How many tutees were replaced with other children? __________________
6. How many tutors who attended one or more weeks did not finish the program? ________________

7. What were the reasons tutors did not finish the program?

____

____

____

____

8. How many tutors were replaced with other youth? ______________

9. Number of tutees in attendance on the first day, June 12? ______

10. Total number of tutees enrolled? ______________________

11. Number of tutors in attendance on the first day, June 12? ______

12. Total number of tutors enrolled? ______________________

13. Racial composition:

	Tutors*	Tutees*
Caucasian	_____	_____
Negroid	_____	_____
Mexican American	_____	_____
Oriental	_____	_____
American Indian	_____	_____
Other, or undetermined	_____	_____

14. How many tutees were enrolled in other summer school programs? Please indicate number.

_______ tutees were enrolled in Basic Primary classes.

_______ tutees were enrolled in Corrective Reading classes.

_______ tutees were enrolled in ______________ (please specify).

_______ tutees were not enrolled in any other summer program.

---

* Total number in this column should equal the number given in item 12.

** Total number in this column should equal the number given in item 10.

SS 12-A11

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

YOUTH TUTORING YOUTH
TUTOR QUESTIONNAIRE
SUMMER 1972

Name ______________________________ Center ______________________

Please answer these questions and then return this sheet to your associate teacher.

1. What have you learned from the Youth Tutoring Youth program?

2. What is the best thing you have done in the Youth Tutoring Youth program?

SS 12-B1

MATERIALS FOR YOUTH TUTORING YOUTH

Books:

Bloomfield, Leonard and Barnhart, Clarence. Let's Read: A Linguistic Approach. Detroit: Wayne State University Press, 1961.

Monroe, Marion and Artley, A. Sterl. Basic Reading Skills. Atlanta: Scott, Foresman and Company, 1970.

Nurnberg, Maxwell and Rosenblum, Morris. How to Build a Better Vocabulary. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1949.

Smith, Nita Banton. Faster Reading Made Easy. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957.

Workbooks:

Koltmeyer, William and Ware, Kay. The Magic World of Dr. Spello. St. Louis: McGraw-Hill, Inc., 1963.

Orlick, Gloria. Reading Helper, Second through Seventh. Brooklyn, New York: Book-Lab, Inc.

Games:

Boning, Richard A. Fun With Words. Baldwin, New York: Dexter & Westbrook, Ltd., 1967.

Boning, Richard. Riddle Riddle Rhyme Time, "B". Rockville Center, New York: Dexter & Westbrook, Ltd., 1966.

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SS 13.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE HOME DECORATION AND IMPROVEMENT PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
C.H. Horn, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 13.01

HOME DECORATION AND IMPROVEMENT, 1971-72

SUMMARY

The Home Decoration and Improvement Program was designed to provide practical training, work experience on-the-job, and a small monetary gain for eighth and ninth grade girls in the areas of home decorating, repair, and management. The type of work experience was designed to be beneficial to the girls, their families, and the community. During the program, nine teachers guided and helped 106 Title I girls to improve their homes.

The program was conducted in five local junior high home economics training centers and in the homes of the students. Students worked in small groups on different projects selected by the students, parents, and teachers. A wide selection of home decoration projects were completed during the program.

Evaluation of the program was based on on-site observations and a questionnaire filled in by the students, teacher aides, and teachers.

It has been recommended that the program be continued, that a closer look at procedures for selecting participants be taken, that consideration be given for reducing the number of students per classroom, or having an adult teacher aide, and that consideration be given for increased inservice training for the teachers and aides before the program starts.

ACTIVITY CONTEXT

During the 1968-69 school year, a group of local school officials determined that a summer program was needed to fill a need for girls who were too young to find summer employment. The Home Decoration and Improvement Program in the Title I target area was designed to be beneficial to the girls, their families, and the community.

The Home Decoration and Improvement Program was first introduced in the summer of 1969, and has continued in the original form with just minor changes, such as, no girls would be allowed to repeat the program unless there was a lack of eligible students to fill the open positions, Workmen's Compensation Insurance was provided for the girls, and the number of training centers was increased.

PROGRAM DESCRIPTION

Scope

During the summer of 1972, the Home Decoration and Improvement Program was located in five junior high schools. One hundred six girls living in the Title I target area participated in the program. The girls ranged in age from 12 to 15 years. Thirty-three percent of the girls were Caucasian, 46 percent were Negro, 17 percent Mexican American, and four percent American Indian.

The goals of the Home Decoration and Improvement Program were to provide summer learning and work experience for girls who were too young to find summer employment; provide a worthwhile service to the student's families, homes, and community; provide the student with a small monetary stipend if they successfully complete the program; and have the students participate in learning activities which would build competencies in consumer education, money-management, and self-direction.

Personnel

Nine home economics teachers were assigned to the program. One teacher taught in the building where the program was located, allowing for better relationships between the regular home economics department and the summer program. The nine teachers, all of whom were Caucasian, were each responsible for consulting, guiding, and helping students in shopping and home decoration and improvement. They also determined with the aid of the parents, the type of assistance a room and/or home needed. They helped the girls in the homes as much as possible with home visits. Each teacher was certified by the state of Kansas, and had a bachelor's degree in home economics. Two teachers had their master's degree. Eight teachers worked five hours per day for 40 days, and one teacher, who acted as the coordinator, worked six hours per day for 40 days. The coordinator has held this position for the past two years. Six of the teachers were new to the program this year, while three of the teachers were in the program previously.

Each position was advertised in the Board of Education's vacancy bulletin, and final recommendations were made by the Director of Home Economics Education Department.

Three N.Y.C. workers and one teacher aide were assigned to help the teachers. Two of the aides were Negro, one Caucasian, and one was Mexican American. Three of the girls were ninth graders, and one was an eighth grader. The duties for all four aides consisted of cleaning up, filling in reports, running errands, helping with shopping, and just helping the students any way they could.

Procedures

This report on Home Decoration and Improvement is for the summer of 1972. The report is an evaluation of the program. This program is aimed at improving the knowledge and skills in home decorating and improvement of girls in the Title I area.

The home economics departments at five junior high schools were utilized as training centers and work laboratories. The homes of the students were utilized as on-the-job training sites for each center. Each on-the-job training site was supervised by an older sister, parent and /or teacher. Telephones were installed in each project center for communication with students, teachers, parents and home owners. A general information session with a question and answer period was scheduled to discuss plans for future projects as needed. Also, teachers received and picked up materials and supplies from the coordinator at these sessions.

The classes met four hours per day (from 7:30 a.m. to 11:30 a.m.) for five days per week for eight weeks. The first two hours of the first week were used to explain classroom procedures, (attendance, ideas for projects, classroom conduct, etc.) and to determine student needs in regard to the individual home projects. The remainder of the class period was utilized by the two teachers in making home visits to explain the program's worksheets, applications for service projects, and etc., (see Appendix) to each student's parent and to request their help with the program.

These things were explained to the parent during the first week of class:

1. Each student received a stipend of $3.00 per day for 40 days if they successfully completed the program.
2. If a student was tardy, she would be penalized 75 cents, and calls to the home would be made if the student was not in class by 8:00 a.m.
3. Continued tardiness would result in a home visit by the teachers to remind the parent of the stipend and their responsibility to see that students attended class.
4. Any fighting resulted in expulsion from the class.
5. Students must wear suitable clothing for working, as the decorating program may involve painting, cleaning, and other jobs which might be harmful to clothing.
6. Students must wear shoes.

Since there were two teachers per 25 students, except at one center which had one teacher for 13 students, it was necessary to have parental help. The class schedule was organized to allow two hours of each day for lab work to be done in the school, and two hours for work to be done in the home. In class, the girls were allowed to divide themselves into groups. It was then up to the group to decide upon a work schedule. The group could work on one girl's project until it was completed or the girls could alternate projects. If a student did not want to work in a group, then she might elect to work on a project of her own. No girls were allowed to work in another girl's home during school hours unless an adult woman was present. If a student finished her project and needed something to do, she was allowed to help another girl.

Some of the specific projects in the program were:

1. Designing and constructing curtains;
2. Mending, repairing, and constructing household linens;
3. Cleaning rugs and carpets;
4. Painting and refinishing furniture;
5. Cleaning, arranging and decorating a room;
6. Painting a room;
7. Taking supervised shopping trips to purchase fabrics, paint, used furniture, etc.;
8. Designing and making accessories, such as placemats, flower pots, pencil holders, wall plaques, bulletin boards, and waste baskets.
9. Construction of book cases and toy boxes;
10. Constructing floor coverings from carpet scraps.

Five dollars were allocated for supplies for each girl while she was in the classroom and $75.00 for supplies for each girl's home. Each girl was at sometime in the program able to accompany the teachers on a shopping trip to purchase needed items. The total number of project sites served was 111.

Parents in the community were involved in the program by signing applications for student enrollment, providing transportation for their daughters, helping with work in the home and doing work that required their supervision. Also the parents were consulted about what projects the students should be undertaking (job worksheets), encouraged to come to school, although no formal parent conferences were held, and notified of student attendance record (see Appendix). If rented property was involved, the owner's permission was obtained before work began.

Area stores were contacted and designated as stores where supplies could be purchased. Local clothing, hardware, carpet and department stores were the main businesses visited.

As it was necessary that a teacher be in charge of the students at all times, one teacher stayed at the center while the other teacher carried some students on shopping trips or to work in the homes. The teachers traded turns staying at the school and taking the girls on trips. This allowed each teacher a chance to visit the different shops and homes as well as giving the students a chance to work with each teacher under a setting different from the classroom.

The additional equipment and materials not existing in the training centers included paint brushes, paint scrapers, paint rollers, hammers, screw drivers, paint, paint remover, carpet scraps, lumber, old desks, old chest-of-drawers, and bottles. Equipment and materials cited above were purchased from local merchants as the need arose. Charge accounts were opened at several of the businesses for classes to purchase needed supplies.

Budget

The total cost of the Home Decoration and Improvement was approximately $34,505.00 for eight weeks. ESEA Title I provided the funding for this program. Of the total amount, approximately $12,241.00 was spent for personnel salaries, $9,109.00 for classroom and home supplies, $13,426.00 for work incentive stipends, $313.00 for mileage, $100.00 for phone connections, and $15.00 for bus trips.

It should be remembered that pre-existing home economics classrooms were utilized as work areas, and that the cost of approximately $326.00 per student would be considerably higher for the initial development period of a program without these facilities and/or equipment.

EVALUATION

The objectives of this program are as follows:

1. Pupils in the Home Decoration and Improvement Program will gain knowledge of the use and care of equipment necessary for home decoration projects (sewing machines, paint brushes, etc.), as measured by teacher observation.

2. Pupils in the Home Decoration and Improvement Program will increase the economic value of their homes or furnishings by performing specific tasks in decoration, maintenance, or repair. Increase in value is to be measured by the costs of project materials.
3. Pupils in the Home Decoration and Improvement Program will become more aware of the personal satisfaction derived from more attractive surroundings as measured by teacher observation of pupil response.

A total of 106 students from the seventh, eighth and ninth grade were selected by their counselors, teachers and/or principals to participate in the program. Thirty-three percent of the girls were Caucasian, 46 percent were Negro, 17 percent were Mexican American, and four percent were American Indian. There were no Oriental students enrolled in the program. All the girls were enrolled in the public schools.

Attendance to the program was voluntary, but a stipend of $120.00 was paid to each student who successfully completed the program. If a new student was allowed to enter the program, she could do extra work in the home to make up for time missed in the program. If a student had any excused absences (doctor appointment, funeral, sickness, etc.), she could make this time up by doing extra work in the home under the supervision of an adult woman. The mothers signed a job worksheet with the amount of time devoted to the job and a description of the work, which ranged from cleaning ovens, washing and waxing floors, doing laundry, cleaning a room, washing windows, rearranging furniture in a room or cleaning a refrigerator. Teachers were allowed to replace students with an alternate for two weeks after the program started.

Since a stipend was paid to each student, teachers were asked to estimate the percent of students who enrolled because of this money. One center reported that approximately 16 percent of the students enrolled for the stipend. Three centers reported that the stipend was responsible for approximately 50 percent of their enrollment and one center reported that 80 percent of the students took the course because of the money. Other reasons for enrolling in the course were for something to do, for projects, and because parents wanted students in the program.

The money was also a deterrent to unnecessary tardiness and absenteeism as 75 cents was deducted for tardiness and $3.00 for each day absent. As shown in Table 13.2, the absence rate was 2.8 compared to 3.9 for 1971. A total of 118 days were missed out of a possible 4,160.

A total of nine girls left the program. One girl left the program because she was unable to find transportation to the center, three for another job, three for discipline, one for lack of interest, and one because her mother was leaving town.

Students living in the Title I area were selected to participate in the program. Comments and reactions to the program were furnished by students and teachers to the evaluator and are presented as follows:

> "I enjoyed helping the other girls." (student)
>
> "The program was very good and I believe that all girls any age would enjoy it." (student)

> "This is one of the best programs they have in the summer, but I think they should screen the student for need before they accept them in the program." (teacher)

The comments and reactions to the program reported by the students and teachers to the evaluator seem to indicate a favorable attitude that the community had toward the program and the desire to have it continue.

At the beginning of the program a questionnaire (see Appendix) was distributed to the students and teachers. During the course of the program, interviews and conferences were held with students, parents, teachers, and a coordinator by the evaluator. On-site observations were made by the evaluator. Certain items on the questionnaire lend themselves to tabulation. The questions and responses follow in Tables 13.1, 13.2 and 13.4.

According to Tables 13.1 and 13.3, most of the girls were rated average or above in the knowledge and application of knowledge on these items which were designed to measure the first objective. The second objective was met as measured by the extent of material provided since approximately $80.00 was spent on each project site. Also, the labor of the students would increase this amount, but it is difficult to measure this cost in a program of this type.

Table 13.4 gives the responses to the student attitude questionnaire. The responses indicate that objective number three was met to some degree.

TABLE 13.1

TEACHER RESPONSES TO STUDENTS' KNOWLEDGE

Description of knowledge	Extent of knowledge									
	Superior		Above Average		Average		Below Average		Inferior	
	#	%	#	%	#	%	#	%	#	%
1. Has knowledge of the use and care of equipment necessary to perform tasks of home decorating and improvement (sewing machine, paint brushes, etc.).	17	16	34	32	52	49	4	4	-	-
2. Has knowledge of planning a decorating or improvement project.	25	23	28	26	46	43	8	8	-	-
3. Has knowledge of estimating the cost of a decorating or improvement project.	16	15	27	25	52	49	11	10	-	-
4. Makes effective application of knowledge of equipment in performing home decorating or improvement tasks.	18	17	33	31	46	43	10	9	-	-
5. Uses approved procedure in performing small home decorating or improvement tasks.	19	18	36	34	32	30	19	18	1	1
6. Has developed a plan for a home decorating or improvement project.	30	28	26	24	47	44	4	4	-	-
7. Has estimated the cost of materials used in a home decoration or improvement project.	28	26	18	17	52	49	8	8	1	1
TOTAL	153	20	202	27	327	44	64	9	2	3

TABLE 13.2

STUDENT PARTICIPATION IN HOME DECORATION ENROLLMENT

School	Number Enrolled	Race*					Grade			Attendance	
		1	2	3	4	5	7	8	9	Present	Absent
Brooks	20	2	-	18	-	-	1	12	7	750	50
Hamilton	13	5	-	5	3	-	-	11	2	490	30
Horace Mann	24	5	-	5	14	-	-	21	3	951	9
Jardine	24	13	-	9	-	2	-	21	3	945	15
Roosevelt	25	10	-	12	1	2	1	20	4	906	14
TOTAL NO.	106	35	-	49	18	4	2	85	19	4042	118
PERCENT	100	33	-	46	17	4	2	80	18	97	2.8

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

TABLE 13.3

SCHOOL PERCENTAGE STATISTICS ON STUDENT KNOWLEDGE

School	Superior	Above Average	Average	Below Average	Inferior
Brooks	61	22	9	8	1
Hamilton	1	44	54	1	-
Horace Mann	7	27	63	4	1
Jardine	-	5	80	15	-
Roosevelt	28	49	21	2	-

TABLE 13.4

STUDENT PRE AND POST ATTITUDE RESPONSES

N=93

Questions	Pre Agree	Post Agree	Pre Disagree	Post Disagree	Change
1. I really like doing housework (cleaning, mending, etc.)	60	61	33	32	1
2. I do not like to work around the house because I do not get paid.	15	6	78	87	9
3. It is not my responsibility to work around the house.	10	17	83	76	7
4. Decorating my room is something I like to do.	88	88	5	5	0
5. I don't like being told to do things around the house such as cleaning, fixing, decorating, etc.	32	32	61	61	0
6. I enjoy sewing.	88	88	5	5	0
7. Nobody seems to want me to help take care of the house.	12	8	81	85	4
8. The only reason I would help around the house would be if I were paid.	8	9	85	84	1
9. I just do not like to work at all.	6	3	87	90	3
10. I do a lot of things around the house like decorating, cleaning, and mending.	81	80	12	13	1

RECOMMENDATIONS

The responses from the questionnaires, students, teachers, and observations by the evaluator indicate the success in attaining the objectives. This program should continue because it is very practical for the participants and beneficial to the community. During the evaluation, several minor problems were disclosed.

The following recommendations are made on the findings:

- that the program be continued;
- that consideration be given to changing the method by which students are informed about the program and students are selected;

- that consideration be given to reducing the number of students per class or having an adult aide in each class.

APPENDIX SS 13

SS 13-A1

Date ____________________

APPLICATION FOR HOME DECORATING AND IMPROVEMENT SERVICES (BY PROPERTY OWNER AND TENANT, IF ANY)

TO: Wichita Public Schools
Home Decorating and Improvement Program
____________________ Wichita, Kansas

The undersigned owner and tenant (if any) at residence described below, requests the furnishing of work and services by enrollees in the School System's Home Decorating and Improvement Program, which is to provide "on-the job" practical experience and training of youth in work skills as learned in minor home improvement and decorating trades, as follows:

Residence Address:	Nature of Work or Service Desired
____________________	____________________
Wichita, Kansas	____________________

THE UNDERSIGNED AGREES TO THE FOLLOWING TERMS AND CONDITIONS UNDER WHICH THE SCHOOL SYSTEM MAY, IF CONVENIENT AND PRACTICAL, SUPPLY ENROLLEES TO PERFORM THE REQUESTED MINOR HOME DECORATING AND IMPROVEMENT WORK OR SERVICES:

1. Owner will purchase and furnish at his own cost all building repair and improvement materials and supplies necessary to perform the work and service he desires, except: ____________________
____
____

2. The School System and its Enrollees will furnish hand tools and shall make no charge for work or services of enrollees or others furnished under this request or application.

3. In consideration of the furnishing of work and services under this request or application (without charge), the undersigned does hereby waive, release, and acquit Unified School District No. 259 (Wichita), Sedgwick County, State of Kansas (School District), its officers, employees, agents, and enrollees, severally and jointly, and further convenants and agrees with said school district, its officers, employees, agents, and enrollees, severally and jointly, that I/we will never institute any claim, demand, suit, or action at law or equity against said parties, either severally or jointly with other persons, for damages, costs, loss of services, expenses, or compensation for or on account of or which may or be claimed to have resulted from or in connection with the work and services furnished and done (either directly or indirectly) pursuant to this request and application; and the undersigned further convenants and agrees to protect, save harmless and indemnify the school severally, from all and every claim, demand, action, cause of action, and suit for recovery of damages or breach of contract of any kind or character whether for loss or injury to persons or property, resulting from the work and services done or to be done in connection with this request and application.

SS 13-A2

APPLICATION SUBMITTED UPON THE FOREGOING TERMS AND CONDITIONS AND SUBJECT TO ACCEPTANCE IN WRITING BY THE WICHITA PUBLIC SCHOOLS

TENANTS' CONSENT AND JOINDER IN APPLICATION	OWNER-APPLICANT(S)
_______________	_______________
Name	Name
_______________	_______________
Address: _______________	Address: _______________
Wichita, Kansas _______________	Wichita, Kansas _______________
Phone: _______________	Phone: _______________

* * * * * * * *

ACCEPTANCE OF APPLICATION (Mail to Owner and Tenant, if any)

Arrangements are being made to furnish Enrollees for the work and service for minor home decorating and improvement services requested above, subject to Owner-Tenant furnishing building repair and improvement materials and supplies and the further limitation of work and services, if any, as follows:

____

____

____

Date: _______________ By _______________

Home Decorating and Improvement Program
Home Economics Department,
Wichita Public Schools

SS 13-B1

JOB SHEET

Name ______________________

Address ____________________

Telephone No. ______________

Date ______________________

____

Teachers:

Room Number:

Workers	Jobs	Starting Time	Finishing Time
1.			
2.			
3.			
4.			
5.			

Owner's Comment:

Signature ______________________________

This is a brief report to inform you of ____________________'s attendance in Home Improvement class.

The $120.00 training stipend is dependent on good attendance and use of time in class. Deductions of $3.00 are made for each absence ($3.00 X 40 class days = $120.00) and 75¢ for each unexcused tardy. Excused absences can be made up, if the student wishes, by checking with the instructors for jobs that can be done at home.

__________________ has ________ absences and _________ tardies at this time. If she has no further absences or tardies, her training stipend will be $_______________.

Sincerely,

Home Decorating and
Improvement Instructors

SS 13-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

EVALUATION INFORMATION FOR HOME DECORATION AND IMPROVEMENT TEACHER QUESTIONNAIRE

School ________________________ Teachers A. ____________________

B. ____________________

1. Total number of years teaching experience: A. ______ B. ______

2. Number of years teaching in a Home Decoration and Improvement Program:

   A. __________ B. __________

3. Highest level of education: A. __________ B. __________

4. How much value was the inservice training session?

   Much ________ Some ________ None ________

5. What suggestions, if any, have you for improving inservice training for Home Decoration and Improvement teachers. ____________________

   ____

   ____

6. How many different project sites were included in the program at your school? __________

7. List examples of projects on which pupils worked.

   ____

   ____

   ____

8. Estimate the percent of students who enrolled because a $120.00 stipend was offered. 0-25% ______ 26 - 50% ______ 51 - 75% ______

   76 - 100% ______ Comments: ____________________

   ____

9. Was the monetary deduction for absences and tardies effective?

   Yes ________ No ________

SS 13-D2

Comments: ____

____

10. How many students attending one or more weeks did not finish the program? ____________________

11. What were the reasons the students did not finish the program?

____

____

____

12. Would you teach in this program again? Yes ______ No ________

13. How would you strengthen the Home Decoration and Improvement Program?

____

____

____

SS 13-E1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

HOME DECORATION AND IMPROVEMENT PROGRAM
CLASSROOM AIDE QUESTIONNAIRE
SUMMER 1972

Sex ____________ Highest level of education ____________

1. Have you participated as a classroom aide in any previous programs?

   Yes ________ No ________

   Comments: ____

   ____

2. Would you work in this program again? Yes ______ No _____ Undecided ____

3. Describe the duties and activities performed by you as a classroom aide. ____

   ____

4. Did you attend any inservice meetings? Yes ________ No ________

5. Please write any additional comments you wish concerning the strengths or weaknesses of the program.

   ____

   ____

   ____

   ____

SS 13-F1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
Summer 1972

EVALUATION CHECKLIST FOR HOME DECORATING FOR GIRLS

Student ______________________ School __________________________

Grade level 1971-72 ____________ Age __________ Race ____________

Description of knowledge	Extent of knowledge				
	Superior	Above Average	Average	Below Average	Inferior
1. Has knowledge of the use and care of equipment necessary to perform tasks of home decorating and improvement (sewing machine, paintbrushes, etc.).					
2. Has knowledge of planning a decorating or improvement project.					
3. Has knowledge of estimating the cost of a decorating or improvement project.					
4. Makes effective application of knowledge of equipment in performing home decorating or improvement tasks.					
5. Uses approved procedure in performing small home decorating or improvement tasks.					
6. Has developed a plan for a home decorating or improvement project.					
7. Has estimated the cost of materials used in a home decoration or improvement project.					

SS 13-G1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Home Decoration and Improvement Program
Student Questionnaire

Name ______________________ Age ____________

School ______________________ Date ____________

DIRECTIONS: Indicate how you feel about each of the following statements by marking either "Agree" or "Disagree." Read each statement carefully.

	I AGREE	I DISAGREE
1. I really like doing housework (cleaning, mending, etc.)		
2. I do not like to work around the house because I do not get paid.		
3. It is not my responsibility to work around the house.		
4. Decorating my room is something I like to do.		
5. I don't like being told to do things around the house such as cleaning, fixing, decorating, etc.		
6. I enjoy sewing.		
7. Nobody seems to want me to help take care of the house.		
8. The only reason I would help around the house would be if I were paid.		
9. I just do not like to work at all.		
10. I do a lot of things around the house like decorating, cleaning and mending.		

SS 14.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
HOME IMPROVEMENT AND
REPAIR PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
C.H. Horn, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

HOME IMPROVEMENT AND REPAIR, 1971-72

SUMMARY

The Home Improvement and Repair Program was designed as a summer course for eighth and ninth grade boys, fifteen years or less, who live in the Title I target areas. It was designed to benefit the boys, their families and the community.

The program was conducted in five local junior high school industrial art training centers and at the homes of the students. Students worked in groups on different projects selected by the parents and teachers. If a work site required two students to work on it, then the other students were moved to another site to work. A wide selection of projects were completed by the students.

Evaluation of the program was based on on-site observations and questionnaires completed by the teachers and students.

It has been recommended that the program be continued, that the number of students at each school be lowered to approximately twenty, and that some other method of informing the students about the program be utilized.

ACTIVITY CONTEXT

During the six years, 1967 through 1972, the Home Improvement and Repair Program has worked with boys from the Title I target area. The needs of the boys and the community were recognized by a local industrial arts instructor. He saw the need for a summer program for boys who were too young to find summer employment that would be beneficial to the community.

The Home Improvement and Repair Program was initially called the Industrial Arts Home Improvement and Repair Program in 1967. Although the basic structure of the class is still the same, minor adjustments have been made during the past six years, such as changing the grade and age requirements from boys in the ninth grade or higher who were fifteen years or older, to boys in the eighth or ninth grade who were fifteen years or less, allowing a person to participate in the program only once in a two-year period, adding Workman Compensation Insurance coverage for boys, increasing the number of training centers and students, increasing the amount of money available for materials and stipends and payment to students for total days in program.

SS 14.02

PROGRAM DESCRIPTION

Scope

The goals of the Home Improvement and Repair Program were to train boys in the skills and approved practices used in house maintenance and repair, to provide practice of learned skills in a meaningful situation while working on houses in the community, to develop positive attitudes and pride in a well-kept house and yard, and to improve the economic value of houses and property.

One hundred twenty-nine boys in the seventh, eighth and ninth grades enrolled in the program. The boys ranged in age from 12 to 15 years of age. Sixty-three of the students were Caucasian, fifty-four were Negro, nine were Mexican American, and three were American Indian. All students resided in the Title I target area.

Personnel

Ten industrial arts teachers formed the staff for the Home Improvement and Repair Program. Of the ten teachers, all were certified by the state of Kansas, and six held master's degrees. Each teacher's duties for the six program centers consisted of consulting and guiding the students in home repairs, determining the improvements needed on each house, obtaining the necessary supplies needed for each project, doing clerical and bookkeeping tasks, transporting students to and from work sites, and helping the boys with repairs on the houses as much as possible. Five teachers were employed for four hours per day for forty days. At each training center, one teacher was appointed coordinator. Four of these teachers worked five hours per day for forty days. Also, one teacher was named as coordinator for the Home Improvement and Repair Program, and he was employed for a total of six hours per day for forty days. The coordinator's additional duties included: accepting calls about houses and deciding which houses to repair, coordinating work in all buildings, checkout the checking of vehicles used in the program, helping on any special problems, such as locating any much-needed supplies, community problems, etc. He also kept a complete record of materials, costs charged on the open-end accounts at certain business establishments, and coordinated publicity of the program with local news media.

Each position was advertised in the Board of Education's vacancy bulletin, and final selection was based on approval of the Director of Industrial Arts Education. Most of the staff was hired from the schools where the programs were located. It was felt that the teachers at these locations would be more versed on the needs of the students from the Title I areas.

Procedures

This report is an evaluation of the Home Improvement and Repair summer program, 1972. The Industrial Arts Departments at five junior high schools were utilized as training centers and work laboratories. The five schools were Brooks, Horace Mann, Jardine, Hamilton and Roosevelt Junior High.

The homes of students and/or relatives and neighbors were utilized as on-the-job training sites for each center. Telephones were installed in each training center for communication between students, teachers, parents, and home owners. Also each training center required a van for transporting equipment, providing a work area at the job site, and providing a means for transporting the students.

Although not solicited, most persons provided the boys working on their homes some refreshments.

At the beginning of the program, teachers met to discuss general organizational procedures and to collect needed forms (insurance, application for services, attendance, etc.). Also, the coordinator from each center came in during the week to deposit purchase requests and pick up additional forms and materials. Additional training of the staff was handled in workshops with the Director of Industrial Arts.

The theory behind Home Improvement and Repair was to provide on-the-job training for boys in maintaining, improving and repairing their own homes, such as painting, carpentry, fence repair, masonry, window and screen repair, and yard beautification.

The classes met for four hours per day (from 7:00 a.m. to 11:00 a.m.) five days per week for eight weeks. At the beginning of class sessions, students were informed of what they were going to do that day, supplies and equipment were checked and loaded into the vans as needed. Class time was scheduled to allow from 7:00 to 9:00 a.m. for class-centered experiences and 9:00 to 11:00 a.m. for on-the-job experiences.

Two teachers were supervising approximately twenty-five students and each job did not require the efforts of all the students; therefore, one teacher might move between two or three job sites in the neighborhood in one morning. Grouping of the students for their work projects was flexible. If a particular project required the efforts of all 25 students, they worked together. Lesser projects required smaller groups. On repair jobs, certain students were assigned to be crew chiefs. Their duties consisted of seeing that instructions of the teachers were followed, and assisting the other students with getting supplies, paint, ladders, brushes, saws, etc.

Since class started at 7:00 a.m., students were allowed to take a short break around 9:30 a.m. During this time students could visit local grocery stores or drive-in restaurants to purchase refreshments. Students were expected to report back from break on time just as if they were on a regular job. Sometimes parents and/or owners of the homes the students were working on would furnish refreshments for the students during their break times.

Examples of some specific projects in the programs were: repairing broken window screens, building and painting fences, replacing putty around window panes (up to 20 pounds on one house), building steps, yard work, building porches, trimming trees, gutter work, and putting in cement patios.

Seventy-five dollars were allocated for project site material with fifteen dollars of this money to be used for trash hauling services. A trash hauling account was opened with the Wichita Sanitation Department. Each center could call this department to have trash from the different home sites hauled away. The home owner could supply any extra money or materials for additional work that they wished performed on their home. The total number of project sites served was 108.

An application for Home Improvement and Repair (see Appendix) was provided to each home owner or tenants. Also, parents were encouraged to act toward their sons and the other students as they would toward any contractor working on their homes. The parents, as well as any member of the community whose homes were being repaired, were asked to work through the teachers and could expect to have all work done to their personal satisfaction.

Supplies and materials were purchased from several local lumber yards and hardware stores. Also a local newspaper ran a story about the program in a Sunday paper. Information and news about the program is usually transmitted from neighbor to neighbor when the students start working on a house in the neighborhood.

Some of the small tools and equipment needed for the program were supplied by the local school system in each of the industrial arts training centers. Special equipment such as vans, ladders, caulking gun, walking planks, paints and brushes, rakes, throw cloths, shovels, paint brush holders, and scrapers were purchased or rented especially for this program and, if not broken or destroyed, then they were stored for the following summer program. Due to the type of equipment used, every year certain equipment has to be replaced. This year, two more centers were added to the program, therefore more hand tools and supplies were purchased.

In order to show and explain the before-after look of the homes to new students and their parents, for documenting the program, and to use as a teaching aid, a set of cameras and equipment were purchased. The following is a list of this equipment:

4	Canonet AL 1.7 w/case and Flash
8	AA Batteries, Alkaline
3	Polaroid 450 Cameras
3	Polaroid 490 Flashgun
2	Kodak 860 Zoom Projector
2	Kodak Carousel Cases
8	Kodak 80 Trays
10	KX 135-36
10	PK-36 Mailers
10	Polaroid 108 film
25	Packages Hi-Power Sylvania Flash Cubes

Budget

The funding for the Home Improvement and Repair program was by ESEA Title I. The total cost was approximately $37,446.00. Of the total amount, $11,500.00 was for personnel salaries, $7,462.00 for project site materials and center hand tools, $13,848.00 for stipends, $2,586.00 for van rental and operational costs, $69.00 for telephone installations and $1,382.00 for camera equipment.

It should be noted that pre-existing industrial arts centers were utilized as work areas and some needed equipment was already available for this program. Therefore, the cost of approximately $290.00 per student would be considerable higher for the initial development period of a program without these facilities and/or equipment.

EVALUATION

The primary goal of the Home Improvement and Repair program is to instruct target area boys in the skills of house maintenance and repair. Specific objectives to be evaluated are:

1. The student in the Home Improvement and Repair program will gain knowledge of the use of hand tools, sequence of procedures in repair, maintenance work and estimating job costs as measured by teacher observation.
2. The student enrolled in the Home Improvement and Repair program will demonstrate the learned skills and approved practices used in house maintenance and repair by performing specific tasks in project sites or in the shop as measured by teacher observation.
3. The students in the Home Improvement and Repair program will exhibit positive attitudes toward improvement in the home as revealed by pupil self response.

One hundred twenty-nine boys, who ranged in age from 12 to 15 years, were selected to participate in the program. The students were informed about the program through counselors and industrial arts teachers in the local junior high schools. Each student selected had to reside in the Title I target area and live in a close proximity to the training center because it was reasoned that long early morning walks (approximately 6:30 to 6:45 a.m.) by boys whose parents could not easily provide transportation could quickly dampen a student's interest in the program. Due to Wichita's integration efforts many Title I area students are bussed to schools other than those used as training centers. Some of these students never heard of the program from their counselors or industrial arts teachers because the program is not offered in their building, and the teachers did not take an interest in it as a teacher or counselor in whose building the program is offered during the summer months. Also, in certain centers, students from other schools are not allowed in their program unless enough students from the immediate area fail to enroll.

Forty-nine percent of the boys were Caucasian, 42 percent Negro, seven percent Mexican American, and two percent American Indian. There were no Oriental students enrolled in the program. Several students withdrew from the program because they found other jobs, some were dismissed from the program because of fighting, one student quit because he did not like the work, and one student moved unannounced with no forward address. Table 14.1 shows the demographic data on participants.

Students were added to the program during the first six weeks of the program from a list of alternates. Students who left or were new to the program after the first day were paid $3.00 for each day they were on the job.

Since a $120.00 stipend was paid to each student who successfully completed the program, teachers were asked the percent of students who enrolled because of the stipend (see Appendix). Responses from teachers indicate that the stipend was a definite factor in encouraging enrollments of between 75 - 100% of the students. Also a deterrent to unnecessary tardiness and absenteeism was the fact that for each three tardies, $3.00 was deducted. If a student was absent, $3.00 was deducted for each day missed. Any fighting would result in expulsion from the program, while disruptions and/or failure to follow instructions would result in students' being sent home with loss of the day's stipend. If a student did not report to the classroom by 7:00 a.m., the home would be called.

Of the 4,797 class days, see Table 14.1, only 174 days were missed because of absence. This represents an absence rate of 3.6 percent. This compares to 4.2 percent for the summer program of 1971. The average number of days attended per student was 35.8 for the 40 day program.

It was believed that supervised actual job experience could fill the need for worthwhile summer experiences for boys who were too young to secure summer jobs and/or too unskilled to work part-time. Comments and reactions furnished by students, teachers and parents to the evaluator about the program are presented as follows:

> "The students do a good job. I've been wanting to paint my house for some time but I'm getting too old (85 yrs.) to climb the ladder anymore." (parent)
>
> "I'm glad they have programs like this. I didn't know anything like this existed until my boy brought home some papers for me to sign. I've been out of work for several months and could not afford to fix up the place." (parent)
>
> "I like the program because it gives me a chance to work on my own home." (student)
>
> "I'm going to buy some school clothes and pay my fees with the money that I get." (student)
>
> "The program is the finest. One should see the pride boys have when they see their own home repaired-repainted, etc. I had several boys again this year that spent their afternoons working on their own home after the crew had gone home. Sometimes the boys go out on their own and do painting in the afternoon." (teacher)

The comments and reactions to the program reported to the evaluator seem to indicate the favorable attitude that the community has toward the program and the desire to have it continue.

At the beginning of the program, questionnaires were sent to the teachers and students, and also during the program, interviews and conferences were held with the students, teachers and home owners by the evaluator. Certain items on the questionnaires lend themselves to tabulation. The questions and responses follow in Tables 14.2, 14.3 and 14.4.

According to Table 14.2, questions 1, 2, 3, 5, 6, 7, 8, and 9, between 88 and 93 of the boys rated average or above average in knowledge and sequence of procedures on those items which were designed to measure the first objective. The second objective was met as measured by the responses in question four, as recorded in Table 14.2. Table 14.3 shows the percent of students in each category by school building. Objective number three was met as measured by the student self response. Table 14.4 lists the responses the students gave on the pre and post questionnaires.

SS 14.07

TABLE 14.1

STUDENT PARTICIPATION IN HOME IMPROVEMENT ENROLLMENT

School	Number Enrolled	Race*					Grade			Attendance	
		1	2	3	4	5	7	8	9	Present	Absent
Brooks	21	-	-	20	1	-	12	8	1	782	50
Hamilton	26	23	-	1	2	-	2	15	9	976	22
Horace Mann	26	20	-	1	5	-	11	9	6	970	25
Jardine	27	12	-	12	-	3	10	15	2	968	40
Roosevelt	29	8	-	20	1	-	11	9	9	927	37
TOTAL NO.	129	63	-	54	9	3	46	56	27	4623	174
PERCENT	100	49	-	42	7	2	36	43	21	96	4

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian

TABLE 14.2

TEACHER RESPONSES TO STUDENTS' KNOWLEDGE

	Extent of Knowledge									
	Superior		Above Average		Average		Below Average		Inferior	
Description of Knowledge	#	%	#	%	#	%	#	%	#	%
Has knowledge of the use and care of hand tools (including paintbrushes).	16	13	37	30	60	48	8	6	3	2
Has knowledge of planning a repair project.	10	8	30	24	73	59	7	6	4	3
Has knowledge of estimating the cost of a repair project.	3	2	22	18	88	71	5	4	6	5
Makes effective application of knowledge of hand tools (including paintbrushes) in maintenance and repair.	18	14	46	37	46	37	11	9	3	2
Uses a proper sequential procedure in performing general repair and maintenance work.	18	14	51	41	46	37	6	5	3	2
Uses a proper sequential procedure in performing painting tasks.	15	12	53	43	47	38	6	5	3	2
Has developed a plan for repair, improvement and care of a project site.	9	7	33	27	68	55	7	6	6	5
Has estimated and computed the labor cost of an improvement project.	1	1	13	11	94	76	9	7	6	5
Has estimated and computed the cost of materials used in an improvement project.	2	2	12	10	95	77	8	7	6	5
TOTAL	92	8	297	27	617	55	67	6	40	4

TABLE 14.3

SCHOOL PERCENTAGE STATISTICS
ON STUDENT KNOWLEDGE

School	Superior	Above Average	Average	Below Average	Inferior
Brooks	7	33	60	-	-
Hamilton	15	42	41	2	-
Horace Mann	12	18	36	17	17
Jardine	3	24	71	2	-
Roosevelt	4	18	71	7	-

TABLE 14.4

STUDENT PRE AND POST ATTITUDE RESPONSES

N=99

Questions	Pre Agree	Post Agree	Pre Disagree	Post Disagree	Change
1. I really enjoy fixing and repairing things around the house.	87	84	12	15	3
2. I do not help repair or improve anything around the house because I do not get paid.	6	13	93	86	3
3. It is not my responsibility to repair items in the house.	37	25	62	74	8
4. I really like to help people repair things even if I don't get paid.	66	75	33	24	9
5. I don't like being told to fix or repair something around the house.	31	24	68	75	7
6. I enjoy working with tools.	92	90	7	9	2
7. Nobody seems to want me to help repair things around the house.	21	17	78	82	4
8. The only reason I would help repair anything around the house would be if I were paid.	21	16	78	83	5
9. I just do not like to work at all.	9	9	90	90	0
10. I have fixed or repaired many things around the house on my own.	92	82	7	17	10

RECOMMENDATIONS

The responses from the questionnaires, parents, teachers, students, and observations by the evaluator indicate the success in attaining the objectives. This program should continue because it is very practical for the participants and beneficial to the community. During the evaluation several minor problems were disclosed.

The following recommendations are made on the findings:

- that the program be continued;
- that consideration be given to changing the method by which students are informed about the program;

- that some other company be used to haul trash from job sites;
- that consideration be given to reducing the number of students per class;
- that consideration be given to having more than one class at a given training center.

APPENDIX SS 14

SS 14-A1

Date ____________________

APPLICATION FOR HOME IMPROVEMENT AND REPAIR SERVICES (BY PROPERTY OWNER AND TENANT, IF ANY)

TO: Wichita Public Schools
Home Improvement and Repair Program
____________________ Wichita, Kansas

The undersigned, owner and tenant (if any) at residence described below, requests the furnishing of work and services by Enrollees in the School System's Home Improvement and Repair Program, which is to provide "on-the-job" practical experience and training of youth in work skills as learned in minor home improvement and repair trades, as follows:

Residence Address:	Nature of Work or Service Desired:
____________________	____________________
____________________	____________________
Wichita, Kansas	____________________

THE UNDERSIGNED AGREES TO THE FOLLOWING TERMS AND CONDITIONS UNDER WHICH THE SCHOOL SYSTEM MAY, IF CONVENIENT AND PRACTICAL, SUPPLY ENROLLEES TO PERFORM THE REQUESTED MINOR HOME IMPROVEMENT AND REPAIR WORK OR SERVICES:

1. Owner will purchase and furnish at his own cost all building repair and improvement materials and supplies necessary to perform the work and service he desires, except: ____________________

____

____

2. The School System and its Enrollees will furnish hand tools and shall make no charge for work or services of enrollees or others furnished under this request or application.

3. In consideration of the furnishing of work and services under this request or application (without charge), the undersigned does hereby waive, release, and acquit Unified School District No. 259 (Wichita), Sedgwick County, State of Kansas (School District), its officers, employess, agents, and enrollees, severally and jointly, and further convenants and agrees with said school district, its officers, employees, agents, and enrollees, severally and jointly, that I/we will never institute any claim, demand, suit, or action at law or equity against said parties, either severally or jointly with other persons, for damages, costs, loss of services, expenses, or compensation for or on account of or which may or be claimed to have resulted from or in connection with the work and services furnished and done (either directly or indirectly) pursuant to this request and application; and the undersigned further convenants and agrees to protect, save harmless and indemnify the school district, its officers, employees, agents, and enrollees, jointly and severally, from all and every claim, demand, action, cause of action, and suit for recovery of damages or breach of contract of any kind or character whether for loss or injury to persons or property, resulting from the work and services done or to be done in connection with this request and application.

SS 14-A2

APPLICATION SUBMITTED UPON THE FOREGOING TERMS AND CONDITIONS AND SUBJECT TO ACCEPTANCE IN WRITING BY THE WICHITA PUBLIC SCHOOLS

TENANTS' CONSENT AND JOINDER IN APPLICATION	OWNER- APPLICANT(S)
______________________	______________________
NAME	NAME
______________________	______________________
ADDRESS: ______________	ADDRESS: ______________
Wichita, Kansas ________	Wichita, Kansas ________
Phone: ______________	Phone: ______________

* * * * * * * * * * * * * * * * *

ACCEPTANCE OF APPLICATION (Mail copy to Owner and Tenant, if any)

Arrangements are being made to furnish Enrollees for the work and service for minor home improvement and repair services requested above, subject to Owner-Tenant furnishing building repair and improvement materials and supplies and the further limitation of work and services, if any, as follows:

____

____

____

Date: ______________________ By ______________________

Home Improvement and Repair Program,
Industrial Arts Department,
Wichita Public Schools

SS 14-B1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

EVALUATION INFORMATION FOR HOME IMPROVEMENT AND REPAIR

School ______________________ Teachers ______________________

____

1. How many different project sites were included in the program at your school? ______________

2. List examples of projects on which pupils worked.

____

____

____

3. Estimate the percent of pupils who enrolled because a $120.00 stipend was offered. (Check below)

0 - 25% ________ 26 - 50% ________ 51 - 75% ________ 76 - 100% ________

Comments: ______________________________________

4. Was the monetary deduction for absences and tardies effective?

Yes ________ No ________

Comments: ______________________________________

____

5. How would you strengthen the program?

____

____

____

6. Would you teach in this program again?

Yes ________ No ________

Comments: ______________________________________

____

____

7. Was student attendance generally excellent ________, good ________, satisfactory ________, unsatisfactory ________?

8. What was the total number of student days attended ,(i.e. if 3 students attended 20 days, 10 attended 25 days, and 12 attended 40 days, the total days attended is 790 days). ____________________

9. What was the total number of student days absent? ____________________

10. What were the reasons that students did not finish the program?

____

____

____

11. What special materials or major equipment were used for this program?

____

____

____

12. Please feel free to share any other comments which might be of help in the evaluation of the Home Improvement and Repair Program.

____

____

____

____

____

SS 14-C1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION
Summer 1972

EVALUATION CHECKLIST FOR HOME IMPROVEMENT AND REPAIR

Student ______________________ School ______________________

Grade level 1971-72 ____________ Age __________ Race ____________

Description of knowledge	Extent of Knowledge				
	Superior	Above Average	Average	Below Average	Inferior
1. Has knowledge of the use and care of hand tools (including paintbrushes).					
2. Has knowledge of planning a repair project.					
3. Has knowledge of estimating the cost of a repair project.					
4. Makes effective application of knowledge of hand tools (including paintbrushes) in maintenance and repair.					
5. Uses a proper sequential procedure in performing general repair and maintenance work.					
6. Uses a proper sequential procedure in performing painting tasks.					
7. Has developed a plan for repair, improvement, and care of a project site.					
8. Has estimated and computed the labor cost of an improvement project.					
9. Has estimated and computed the cost of materials used in an improvement project.					

SS 14-D1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

Home Improvement and Repair Program
Student Questionnaire

Name ______________________ Age ____________

School ______________________ Date ____________

DIRECTIONS: Indicate how you feel about each of the following statements by marking either "Agree" or "Disagree." Read each statement carefully.

	I AGREE	I DISAGREE
1. I really enjoy fixing and repairing things around the house.		
2. I do not help repair or improve anything around the house because I do not get paid.		
3. It is not my responsibility to repair items in the house.		
4. I really like to help people repair things even if I don't get paid.		
5. I don't like being told to fix or repair something around the house.		
6. I enjoy working with tools.		
7. Nobody seems to want me to help repair things around the house.		
8. The only reason I would help repair anything around the house would be if I were paid.		
9. I just do not like to work at all.		
10. I have fixed or repaired many things around the house on my own.		

SS 15.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
TUITION SCHOLARSHIPS
PROGRAM
1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
C.H. Horn, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 15.01

TUITION SCHOLARSHIPS, 1971-72

SUMMARY

The Wichita Public Schools have for many years operated a tuition summer school program. The Tuition Scholarship program was designed to provide an opportunity for continuation of study skills and field experiences to Title I students. Tuition Scholarships pay the tuition and fees for students to participate in the regular summer school classes, e.g. swimming, typing, foreign language, mathematics, reading, driver education, art, clothing, band, and field ecology.

The staff involved in dispensing 3,336 scholarships consisted of the Title I area principal, local principals, counselors, and teachers. Two thousand seven hundred forty-three scholarships were granted at the elementary level and 593 scholarships at the secondary level. One thousand six hundred seventy- four Title I students were provided an opportunity for continuation of study skills and reinforcement of learning of basic skills.

Based on the evaluation, the recommendation was made to continue the program for another year with a revised procedure for recording the students at the elementary level.

ACTIVITY CONTEXT

During the seven years, 1966 through 1972, the Tuition Scholarship program has provided a link for students in the Title I areas to the regular summer school program. In the summer of 1966, scholarships were made available for children from pre-school through the twelfth grade.

The program was called Tuition Scholarship because it was felt that parents would feel that this was a special honor to have their children chosen for a scholarship, rather than just being offered a free program during the summer months. The program also allows students to enroll in classes that are not available during the regular spring and fall terms. The program has continued to follow this basic philosophy for seven years.

The students from the Title I area attended classes in the public schools. Three-year-old students through students in the twelfth grade were granted scholarships to attend these schools.

PROGRAM DESCRIPTION

Scope

During the summer of 1972, the Tuition Scholarship program granted 2,743 elementary scholarships to 1,169 Title I students and 593 secondary scholarships were granted to 505 students residing in the Title I target area. Students enrolled in programs located in four high schools, four junior high schools and ten elementary schools. The classes consisted of reading, languages, swimming, recreation, arts and crafts, mathematics, music, ecology, government, typing, history, and driver education.

The goals of the Tuition Scholarship program were to provide an opportunity for reinforcement of learning of basic skills, to foster a continuation of study skills for children who might otherwise regress academically during the summer months, and to promote a variety of summer field experiences for Title I target area children.

Personnel

The Title I area principal was responsible for allocating and collecting data in regard to elementary scholarships. Secondary tuition scholarships were dispensed by the Guidance Department. Junior and senior high school counselors enrolled the students at the secondary level, while elementary school principals granted the tuition scholarships on the elementary and pre-school level.

Procedures

A total of 104 regular school attendance centers were used to dispense scholarships to Title I students for the summer of 1972. Teachers, counselors, and principals determined the interest, need, and eligibility of scholarship recipients.

Each tuition scholarship paid for tuition and fees for the student from the Title I target area to the regular summer school program. Parents were informed of the program by reading brochures about summer school programs and signing the application blanks (see Appendix).

Each tuition scholarship at the elementary level was worth $9.00 which paid for a one hour course. Some classes required a student to have more than one scholarship or partial scholarship to enroll. Each secondary scholarship was worth $19.50.

Tuition and fees on the secondary level ranged from $9.50 to $19.50 per class and included book rental for a two hour class. Two scholarships were allowed if the class was a four hour course. Eight scholarships were split to serve 15 students for music and 97 partial scholarships of $12.50 were issued for drivers education at the secondary level.

Budget

Funding for the Tuition Scholarship program was provided by ESEA Title I funds. The total amount spent by this program was $35,563.00. This included $24,687.00 for 2,743 combination elementary tuition scholarships at $9.00 each and $10,876.00 for 593 combination scholarships at the secondary level with value ranging from $9.50 to $19.50 each.

SS 15.03

EVALUATION

Tuition scholarships were provided to students who resided in the Title I target area to attend summer school programs as provided by the allocation of funds for scholarships.

Table 15.1 and Table 15.2 give an approximate numerical breakdown of the sex, race, and grade level of students who received a scholarship at the elementary and secondary level. Also listed is whether the student was in the public or non-public school system before being granted a scholarship. Of all students granted scholarships, approximately 404 were Caucasian, 1,201 were Negro, 64 were Mexican American, 4 were American Indian, and one was Oriental. There were 806 males and 868 females. Five hundred ninety-three tuition scholarships were granted to 505 high school students and 2,743 scholarships to 1,169 elementary students. Table 15.3 and Table 15.4 list the subject area, number and percent of total scholarships for each category and how many students in each category.

During the previous 1971 summer program approximately 729 students were granted scholarships compared to approximately 1,674 for the summer of 1972. In the summer program of 1971, approximately 392 elementary students and approximately 337 secondary students received tuition scholarships, while for the summer program of 1972 approximately 1,169 elementary students and 505 secondary students received tuition scholarships. The large increase in scholarships, particularly elementary, is due to the seven elementary schools in the predominately black neighborhood not being available as attendance centers this summer. Some students in this area were bussed to other non-Title I schools. These students received Title I tuition scholarships to attend non-Title I classes.

TABLE 15.1

GRADE LEVEL, RACE, SEX AND SCHOOL AFFILIATION OF STUDENTS GRANTED ELEMENTARY TUITION SCHOLARSHIPS

	GRADE LEVEL								RACE*					SEX		SCHOOL		
	PK	K	1	2	3	4	5	6	1	2	3	4	5	M	F	Pub.	Non-Pub.	Total
Total	37	93	123	92	166	186	221	251	296	1	833	38	1	590	599	1144	25	1169
%	32	8	11	8	14	16	19	21	25	-	71	3	-	50	50	98	2	

*1=Caucasian, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian

NOTE: Percent may not total 100 because of rounding.

TABLE 15.2

GRADE LEVEL, RACE, SEX AND SCHOOL AFFILIATION OF STUDENTS GRANTED SECONDARY TUITION SCHOLARSHIPS

N = 505

	GRADE LEVEL						RACE*					SEX		SCHOOL	
	7	8	9	10	11	12	1	2	3	4	5	M	F	Pub.	Non-Pub.
Jr. High	80	62	142	-	-	-	91	-	176	15	2	143	141	284	-
Sr. High	-	-	-	34	117	70	17	-	192	11	1	73	148	221	-
Total	80	62	142	34	117	70	108	-	368	26	3	216	289	505	-
Percent	16	12	28	7	23	14	22	-	73	5	1	43	57	100	-

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexian American, 5=American Indian.
NOTE: Percent may not total 100 because of rounding.

TABLE 15.3

SUBJECT, NUMBER OF SCHOLARSHIPS AND NUMBER OF STUDENTS RECEIVING SECONDARY TUITION SCHOLARSHIPS

SUBJECT	SCHOLARSHIPS NUMBER	%	STUDENT NUMBER	%
Art	16	3	16	3
Clothing	1	-	1	-
Driver Education	63	11	98	17
Ecology	33	6	17	3
Mathematics	136	24	136	23
Music	8	1	15	3
Language Arts	128	23	128	22
Science	6	1	6	1
Social Studies	146	26	146	25
Typing	16	3	16	3
Swimming	3	1	3	1
Photography	4	1	4	1
TOTAL	560	-	587	-

NOTE: Percent may not total 100 because of rounding.

TABLE 15.4

SUBJECT, NUMBER OF SCHOLARSHIPS AND NUMBER OF STUDENTS RECEIVING ELEMENTARY TUITION SCHOLARSHIPS

SUBJECT	SCHOLARSHIPS NUMBER	%	STUDENT NUMBER	%
Primary Education	409	15	126	9
Arts and Crafts	164	6	158	12
Career Opportunities	245	9	82	6
Outdoor Education	61	2	43	3
Foreign Languages	21	1	20	2
Mathematics and Science	183	7	161	12
Music	34	1	34	3
Reading	1128	42	331	25
Physical Education	213	8	163	12
Typing	156	6	154	12
Cooking	24	1	24	2
Sewing	32	1	16	1
Green Thumb	42	2	21	2
Public Speaking	9	-	4	-
TOTAL	2721	-	1337	-

NOTE: Percent may not total 100 because of rounding.

RECOMMENDATIONS

The large number of students accepting tuition scholarships indicates the success in attaining the goals. The continued increase in the number of students granted scholarships indicates that there should be no doubt that this program should continue. During this evaluation several minor problems were disclosed. However, solutions and suggestions of teachers and principals have been included in the following recommendations:

- that the program be continued and increased at the elementary level;

- that a new recording procedure at the elementary level be implemented;
- that additional secretarial help be provided at the elementary school building level to facilitate record keeping.

APPENDIX SS 15

SS 15-A1

WICHITA PUBLIC SCHOOLS
LOCAL, STATE AND FEDERAL RELATIONS
ELEMENTARY

TUITION SCHOLARSHIP

TO THE PARENTS OF ______________________________

The WICHITA PUBLIC SCHOOLS have made arrangements to allow your child to attend a six-week summer activity without cost to you. This TUITION SCHOLARSHIP is made to selected children through federal funds provided the schools (Title I, P.L. 89-10).

The summer activity is ______________________. We are offering you this grant because the teachers and others who work with your child sincerely believe that the activity will assist in the further development of your child.

The activity will take place at ________________________ from
(School)

____ to _____ daily June 12 through July 21.

This TUITION SCHOLARSHIP has considerable value; we need to know if you will accept the grant and assist the school by making sure that your child is in regular attendance.

PLEASE RETURN THE ATTACHED FORM IMMEDIATELY

This TUITION SCHOLARSHIP is offered by: ________________________
Signature

____
School

TO THE PRINCIPAL:

I can cannot accept the TUITION SCHOLARSHIP offered my child.
(circle one word)

(Name of Child)	(Address)
(Name of Teacher)	(Parent's Signature)
(Present Grade Level)	(Telephone Number)

PARENTS MAY KEEP ONE COPY
RETURN ONE COPY TO PRINCIPAL IMMEDIATELY

SS 15-A2

WICHITA PUBLIC SCHOOLS
AND
PROJECT SPEEDY
(TITLE I, PUBLIC LAW 89-10)
SECONDARY

have, for the parents of ____, a $19.50

TUITION SCHOLARSHIP that will permit ______________________________________ to enroll in Summer School without cost. Normally, a tuition of $19.00 is charged, plus 50¢ for book rental.

This Tuition Scholarship is made available to eligible junior high school and senior high school students, as approved by the Kansas State Department of Education.

The course for which this Tuition Scholarship is offered is:

________________________________meeting at _________________________School
at __________a.m.

Further information is available from the school counselor's office. This Tuition Scholarship is offered by

Signature: ____

Position: _________________School: _________________

PLEASE INDICATE YOUR ACCEPTANCE OR REJECTION OF THIS GRANT AND RETURN TO THE COUNSELOR'S OFFICE

- -

I do ___

On behalf of my child, ____, I do not___

accept the Tuition Scholarship.

Parents' Signature ___________________________

Telephone No. _______________________

SS 16.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE
SPECIAL EDUCATION TUITION
SCHOLARSHIPS PROGRAM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
C.H. Horn, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 16.01

SPECIAL EDUCATION TUITION SCHOLARSHIPS, 1971-72

SUMMARY

The Special Education Tuition Scholarships program was designed to provide an opportunity for reinforcement of learning of basic skills, to foster a continuation of study during the summer months, and to promote a wide variety of summer field experiences for handicapped children.

The areas of special education for which scholarships were granted included speech, hearing, and EMH.

The staff involved in selecting the students and dispensing the scholarships consisted of the Title I area principal, local principals, counselors, and teachers. Sixty-nine Speech Therapy Tuition Scholarships were granted to 69 students, 21 scholarships were awarded to 21 students in the hard of hearing program, and 44 scholarships were awarded to 31 students to attend special education classes.

It is recommended that the program be extended for another year, and a change in enrollment recording procedures be implemented.

ACTIVITY CONTEXT

After ESEA Title I funds became available, local school officials established a summer scholarship program for special education students which would insure a continuous rehabilitation program in the areas of speech, hearing and mental handicap problems during the summer months.

During the six years, 1967 through 1972, Special Education Tuition Scholarships have provided a link for students to continue their learning programs. The program was kept separate from the regular scholarship program to call attention to the fact that ESEA Title I funds were being allocated for programs of this type and also because the amount of money each recipient received was several times greater than those monies allocated for regular tuition scholarships.

PROGRAM DESCRIPTION

Scope

Special Education Tuition Scholarships were granted to 121 students during the summer of 1972. These students attended classes in speech, hearing, and EMH. Sixty-nine scholarships were granted for speech, 21 for hearing, and 44 for EMH. The classes for these programs were located in six elementary schools in the Wichita Public School System.

The goals of the Special Education Tuition Scholarships program were to provide an opportunity for reinforcement of learning of basic skills for children who might otherwise regress academically during the summer months and to promote a wide variety of summer field experiences for handicapped children.

Personnel

The Title I area principal was responsible for allocating and collecting data in regard to Special Education Tuition Scholarships and regular scholarships. Teachers, counselors, and principals granted the tuition scholarships to students based upon their interest, needs, and eligibility.

Procedures

Scholarships were dispensed to students on the advice of teachers, counselors, speech clinicians and EMH teachers. Each scholarship paid the tuition and fees (only $78.00 for hearing) for students in the public school system to attend speech, hearing, and EMH programs.

A total of 69 tuition scholarships for $37.00 each were granted to 69 students for speech therapy. Twenty-one scholarships were awarded to 21 students in the hard of hearing program with the parents paying $15.00 and the tuition scholarship paying $78.00. Forty-four scholarships for $38.32 each were granted to 31 students to attend special education classes.

Speech therapy classes were generally conducted in 30-minute sessions daily, and students were taught either in individual therapy or in groups not to exceed three. Classes were located at Waco, Buckner, and Rogers. Hearing impaired classes were housed at Allen Elementary School. Speech, language, lip reading, and auditory training were incorporated in the daily training. EMH programs were held at Lincoln and MacArthur.

Budget

Funding for the Special Education Tuition Scholarships program was provided by ESEA Title I funds. The total amount spent by this program was $5,028.00. This included $2,553.00 for 69 speech therapy tuition scholarships, $1,638.00 for 21 hearing impaired tuition scholarships, and $1,188.00 for 44 EMH tuition scholarships.

EVALUATION

Special Education Tuition Scholarships were provided to students to attend summer school programs as provided by the allocation of funds for scholarships.

Table 16.1 and 16.2 give an approximate numerical breakdown of the sex, number, race, and grade level of each student who received scholarships. Of these students, 70 were white, 44 were black, 6 were Mexican American, and 1 was American Indian. There were 68 males and 53 females. During the previous 1971 summer program a total of 141 students were granted scholarships compared to 121 for the summer of 1972. Three students granted scholarships in special education were from non-public schools.

TABLE 16.1

GRADE LEVEL OF STUDENTS AWARDED SPEECH,
HEARING AND EMH SCHOLARSHIPS

N = 121

	GRADE LEVEL												Total
	PK	K	1	2	3	4	5	6	7	8	9	EMH	
Speech	11	17	17	10	7	2					1	2	69
Hearing	5	5	9					6					21
EMH			1	2	2	3	2	1				20	31
Total	16	22	27	12	9	5	2	7			1	22	121
Percent	13	18	22	10	7	4	2	6			1	18	

NOTE: Percent may not total 100 due to rounding

TABLE 16.2

RACE AND SEX OF STUDENTS AWARDED
SPEECH, HEARING, AND EMH SCHOLARSHIPS

N = 121

	RACE*						SEX	
	1	2	3	4	5	TOTAL	Male	Female
Speech	38	-	26	5	-	69	43	26
Hearing	21	-	-	-	-	21	9	12
EMH	11	-	18	1	1	31	16	15
Total	70	-	44	6	1	121	68	53
Percent	58	-	36	5	1		56	44

*1=Caucasian, 2=Oriental, 3=Negro, 4=Mexican American, 5=American Indian
NOTE: Percent may not total 100 due to rounding.

RECOMMENDATIONS

The number of students accepting Special Education Tuition Scholarships indicates the success in attaining the goals. The number of students granted scholarships indicates that there should be no doubt that this program should continue. During this evaluation several minor problems were disclosed. However, solutions and suggestions of teachers and principals have been included in the following recommendations:

- that the program be continued;
- that a new enrollment recording procedure be implemented.

APPENDIX SS 16

SS 16-A1

WICHITA PUBLIC SCHOOLS
LOCAL, STATE AND FEDERAL RELATIONS

TUITION SCHOLARSHIP

TO THE PARENTS OF ______________________________

The WICHITA PUBLIC SCHOOLS have made arrangements to allow your child to attend a six-week summer activity without cost to you. This TUITION SCHOLARSHIP is made to selected children through federal funds provided the schools (Title I, P.L. 89-10).

The summer activity is ______________________. We are offering you this grant because the teachers and others who work with your child sincerely believe that the activity will assist in the further development of your child.

The activity will take place at ________________________ from
(School)

____ to _____ daily June 12 through July 21.

This TUITION SCHOLARSHIP has considerable value; we need to know if you will accept the grant and assist the school by making sure that your child is in regular attendance.

PLEASE RETURN THE ATTACHED FORM IMMEDIATELY

This TUITION SCHOLARSHIP is offered by: ________________________
Signature

____
School

TO THE PRINCIPAL:

I can ______ cannot accept the TUITION SCHOLARSHIP offered my child.
(circle one word)

________________________ (Name of Child)

________________________ (Address)

________________________ (Name of Teacher)

________________________ (Parent's Signature)

________________________ (Present Grade Level)

________________________ (Telephone Number)

PARENTS MAY KEEP [illegible]E COPY
RETURN ONE COPY TO PRINCIPAL IMMEDIATELY

SS 17.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE DIVERSIFIED STAFFING IN CORRECTING READING PROBLEMS IN THE CLASSROOM

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Jerry Lessard, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SS 17.01

DIVERSIFIED STAFFING IN CORRECTING READING PROBLEMS IN THE CLASSROOM

SUMMARY

The Corrective Reading Summer Workshop, Diversified Staffing in Correcting Reading Problems in the Classroom, was part of the summer Title I project. Sixty participants attended the workshop.

The primary objective of the workshop was to provide for professional special reading teachers, primary classroom teachers, and paraprofessionals an opportunity to expand and improve the working model for organizing reading skills instruction at the primary level. Instruction in the writing of behavioral objectives was conducted by State Department of Education personnel. In addition, discussion concerning the diversified staffing approach was presented by a consultant from the Des Moines, Iowa, Public Schools. Fifteen teams were formed for skills instruction training.

Evaluation was conducted by visiting several sessions during the workshop. The participants demonstrated proficiency in writing behavioral objectives through programmed learning instruments. Reading skills instruction techniques were demonstrated by participants working as teams on developing working models.

It is recommended that similar workshops be conducted for other reading teachers, classroom teachers and aides with consideration being given to the possibility of inservice programs being conducted during the academic year.

PROGRAM DESCRIPTION

Scope

The Workshop in Corrective Reading, entitled Diversified Staffing in Correcting Reading Problems in the Classroom, served a dual purpose. First, it provided an environment in which participants were able to expand and improve the working model for organizing reading skills instruction at the primary level. In addition, participants were provided instruction in the writing of behavioral objectives for reading skills development.

Personnel

A total of sixty participants attended the workshop. Fifteen were special reading teachers, thirty were primary classroom teachers, and fifteen were paraprofessional aides. All were females. A team of behavioral objectives specialists from the Kansas State Department of Education conducted sessions on the writing of instructional objectives. The Title I Reading Consultant from Des Moines, Iowa conducted discussions concerning the diversified staffing approach to Corrective Reading. Other reading staff personnel from USD #259 and Wichita State University conducted several sessions of the workshop.

Procedures

The Diversified Staffing in Correcting Reading Problems in the Classroom was a one-week inservice workshop conducted June 5 through June 9, 1972. It was a cooperative venture between USD #259 and the College of Education, Wichita State University. The coordinator of the project was appointed by the Dean of the College of Education. Preliminary planning was coordinated through the Director of Reading, USD #259.

Selection of participants was based on the following criteria:

1. Applicants from Title I schools, or Title I Extended Services Schools.
2. Teams were screened and selected on the number of Title I eligible pupils assigned to an elementary attendance center.
3. Applicants from extended services schools whose population represents a substantial portion of low income or minority group pupils.

Sixty participants were selected to participate by a committee of two representatives of the central administration staff of the public schools, the workshop coordinator and the Director of Reading Services, Wichita State University. Participants were divided into teams for several portions of the workshop. A team consisted of a special reading teacher, two primary classroom teachers and a paraprofessional.

The participants were divided into two groups during the workshop to accommodate the scheduling of facilities. The schedule of activities is in Table 17.1. The introduction to the workshop on the first day discussed the focus of the project and the expectations of the participants. At that time participant questions were answered regarding the workshop and the philosophy of the local reading program.

The session concerning behavioral objectives was conducted by State Department of Education personnel. The programmed learning approach was utilized along with commercially prepared filmstrips. A portion of the programmed learning material used in this session is included in Appendix SS 17.

The second day of the workshop dealt with discussions of the 1972-73 Reading Program of USD #259, a discussion conducted by a Wichita State University faculty member concerning the reading program of the Fountain Valley School System and a general discussion session with both groups.

The third and fourth days were devoted to presentations by the Title I Reading Consultant from Des Moines, Iowa. Exercises in problem solving techniques for correcting reading deficiences were a significant part of these sessions. Appendix SS 17-F1 illustrates two examples of the problems presented to participants during these sessions.

The final day was devoted to small group (team) sessions concerning the development of techniques for organizing approaches to reading skills instruction. The utilization of the team approach as a cooperative multi-directional professional plan of action was stressed by the workshop staff in these sessions. Special emphasis was placed on the teaching of the disadvantaged child in discussions conducted by the project coordinator. The closing session of the workshop was conducted by the Director of Reading, USD #259.

Each participant received one credit hour of workshop credit through

Wichita State University upon successful completion of the workshop. Normal entrance requirements applied.

Budget

The total budget for the workshop was $6075.00 from Title I funds. Of this total, $1200.00 was for consultant fees, $4275.00 for participant stipends and $600.00 for supplies. Certified participants were paid $75.00 each for their participation; paraprofessionals were paid $60.00 each.

EVALUATION

The specific objectives of the program which were evaluated were:

1. Participating teachers and paraprofessionals will demonstrate improved reading skills instructive techniques as measured by successful completion of the workshop.
2. Participating teachers and paraprofessionals will demonstrate knowledge of instructional objectives for reading skills development as measured by successful completion of the workshop.

Both objectives were considered met. Objective 1 was achieved in a highly enthusiastic manner. Participation in the team approach to identifying reading problems proved extremely viable. All participants exhibited professional concern in solving simulated problems presented during work sessions.

Successful achievement of Objective 2 was determined following the discussions on behavioral objective writing. More than 98% of the participants achieved perfect scores at the conclusion of the programmed learning material. Only a few participants had one or two incorrect responses. All participants successfully completed the workshop. No absences were reported.

Casual observation of participants revealed very positive attitudes and enthusiasm. Comments regarding the workshop were complimentary and encouraging. Feedback regarding the consultants was favorable.

RECOMMENDATIONS

Some minor confusion resulted from one of the groups receiving the session concerning behavioral objectives before the introduction to the workshop. It is therefore suggested that:

- all participants receive an explanation of the workshop prior to any other sessions.

- future summer workshops be conducted for reading teachers, classroom teachers and paraprofessionals.

- consideration be given to the feasibility of conducting similar inservice training programs during the regular academic year.

SS 17.04

TABLE 17.1

DIVERSIFIED STAFFING
SCHEDULE OF EVENTS

Monday - June 5		
Group I	8:00	Introduction of State Department Personnel
8:00 -	8:35 -11:30	Behavioral Objectives - State Department
2:00	11:30 - 1:00	Lunch
	1:00 - 2:00	Explanation of Workshop
Group II	10:00 -11:30	Explanation of Workshop
10:00 -	11:30 - 1:00	Lunch
4:00	1:00 - 4:00	Behavioral Objectives - State Department
Tuesday - June 6		
Group I	1:00 - 1:30	Introduction of Participants and Divide into Groups
and	1:30 - 2:00	Reading Program 1972-73 - Dr. Howell
Group II	2:00 - 2:30	Fountain Valley - Dr. Watson
1:00 -	2:30 - 2:45	Break
4:30	2:45 - 3:45	Fountain Valley Video Tape
	3:45 - 4:30	Discussion
Wednesday - June 7		
Thursday - June 8		
Group I		
and	1:00 - 4:30	Maxine Robinson, Des Moines Title I Reading
Group II		
1:00 -	(2:30 - 2:45)	Break
4:30		
Friday - June 9		
Group I		
and	1:00 - 1:30	Group Planning - Buzz Session
Group II	1:30 - 2:30	Exchange of Ideas from Buzz Sessions
1:00 -	2:30 - 2:45	Break
4:30	2:45 - 3:45	Teaching the Educational Disadvantaged
		Parent Involvement - Virlene Hicks
	3:45 - 4:30	Closing - Dr. Howell

APPENDIX SS 17

SS 17-A1

PERFORMANCE OBJECTIVES FOR EDUCATIONAL OBJECTIVES FILMSTRIP-TAPE PROGRAM

At the completion of this program, the learner will be able to :

1. Distinguish between behaviorally stated objectives and nonbehaviorally stated objectives.
2. Construct behaviorally stated objectives from nonbehaviorally stated objectives.

State Department of Education
March, 1972

SS 17-B1

PREASSESSMENT FOR EDUCATIONAL OBJECTIVES FILMSTRIP-TAPE PROGRAM

TASK A

Directions: Place an X before those objectives which describe an observable student behavior.

________ 1. The student will understand contemporary social, political, and economic problems and issues.

________ 2. The teacher will list three major causes of the Civil War on the chalkboard.

________ 3. The student will demonstrate the correct threading of a sewing machine.

________ 4. The student will appreciate the contributions of many different peoples to life in the United States.

________ 5. The student will grasp the significance of pulse and metre.

________ 6. The student will develop an interest in leisure sports.

________ 7. The student will name and describe the themes of four of Shelley's poems.

________ 8. The student will participate voluntarily in class or group discussion.

TASK B: Revise the following nonbehaviorally stated objectives so that each objective describes an observable student behavior.

1. The student will know six verbs.

2. The student will learn the names of the common tools in wood shop.

SS 17-C1

ANSWER SHEET FOR EDUCATIONAL OBJECTIVES FILMSTRIP-TAPE PROGRAM

1. YES NO
2. YES NO
3. YES NO
4. A B
5. A B C D
6. A B C D
7. A B
8. A B
9. A B
10. A B
11. A B
12. YES NO

Modified Objective (one) ______________________________________

____

____

____

Modified Objective (two) ______________________________________

____

____

____

Modified Objective (three) ____________________________________

____

____

____

SS 17-D1

PRACTICE SHEET FOR EDUCATIONAL OBJECTIVES
FILMSTRIP-TAPE PROGRAM

TASK A

Directions: Place an X before those objectives which describe an observable student behavior.

________ 1. The student will comprehend thoroughly the ways in which our constitution permeates our every day life.

________ 2. When presented with a list of nouns and pronouns, the student will label each word correctly.

________ 3. The student will see the value of listening to classical music in his leisure time.

________ 4. The student will write an essay employing one of three logical organizations given in class which exhibits no grammatical errors.

________ 5. The student will list those articles in the constitution which relate to "due process of law."

________ 6. The teacher will cover the key tools of the chemistry lab, that is, the Bunsen burner and various types of test tubes.

________ 7. The teacher will help the class to become proficient communicators in written English.

________ 8. Given the names of well-known novels and the names of contemporary authors, the student will correctly match them in a test.

TASK B

Directions: Revise the following nonbehaviorally stated objectives so that each objective describes an observable student behavior.

1. The student will grasp the significance of civic responsibility.

2. The student will learn the parts of speech.

SS 17-E1

PRACTICE SHEET FOR EDUCATIONAL OBJECTIVES
FILMSTRIP-TAPE PROGRAM

TASK C

Directions: Below are 9 examples of verbs for stating objectives behaviorally with an operational definition for each of the verbs. For each definition, write the name of the appropriate verb in the blank.

Verbs

name

identify

order

describe

construct

distinguish

state a rule

apply a rule

demonstrate

Operational Definitions

1. ______________ The individual makes a physical object, a drawing, or a written or verbal statement (such as an inference, hypothesis, or a test of any of these).

2. ______________ The individual communicates, verbally or in writing, a relationship or principle that could be used to solve a problem or perform a task.

3. ______________ The individual specifies what an object, event, or relationship is called.

4. ______________ The individual states observable properties sufficient to identify an object, event, or relationship.

5. ______________ The individual derives an answer to a problem by using a stated relationship or principle.

6. ______________ The individual selects a named or described object by pointing to it, touching it, or picking it up.

7. ______________ The individual performs a sequence of operations necessary to carry out a procedure.

8. ______________ The individual arranges three or more objects or events in a sequence based on a stated property.

9. ______________ The individual selects an object or event from two or more which might be confused.

SS 17-F1

EXAMPLES OF PROBLEM SOLVING EXERCISES

What Would You Do?

The Title I reading teacher feels she should be able to work with all children. She feels children soon realize she works only with slow students. She also wants the privilege of working with the top students as they make rapid gains. Which group of students should the reading team help? Which students need more individual attention?

What Would You Do?

An associate has been asked by a second grade classroom teacher during the first week of school to work with a group of six children. The teacher did not give specific directions. The associate went to the reading teacher for help. How would you help the associate? What suggestions would you give? Would you say anything to the classroom teacher?

What Would You Do?

You are the reading teacher and each time you go to the classroom, the teacher asks you to work with different students. One day you may be asked to work with five students, the next day you would be given five different boys and girls. How much help can you give children under these conditions? What kind of planning can take place under such circumstances? How do you tell a classroom teacher and still be accepted?

SS 18.00

WICHITA PUBLIC SCHOOLS
Unified School District
Dr. Alvin E. Morris, Superintendent

A REPORT OF THE SPECIFIC READING DISABILITIES PROJECT

1971-72

Funded by ESEA PL 89-10
Title I
Project 72062

Prepared by
Gerald R. Riley, Evaluation Assistant

Research and Evaluation Services Division
Dr. Ralph E. Walker, Director

August, 1972

SPECIFIC READING DISABILITIES PROJECT, 1971-72

SUMMARY

The Specific Reading Disabilities project was designed as an inservice project for special reading teachers. The project was a cooperative effort of the Curriculum Services Division of USD #259 and Wichita State University, College of Education.

Twenty-one teachers were enrolled in the project. Eleven teachers enrolled for 30 days, four for 20 days and six for ten days.

The goal of the program was to provide training and inservice experiences for special reading teachers and to provide one-to-one instruction for pupils with special reading problems.

Eleven of the 21 participants returned questionnaires. These 11 teachers felt that the program objectives were met. They seemed to be generally enthusiastic about this type of project.

It is recommended that projects similar to this be offered next summer.

ACTIVITY CONTEXT

The Specific Reading Disabilities program was designed as an inservice project for special reading teachers within the Wichita Public School System (USD #259). Eligible enrollees were those teachers whose regular contract salary was funded or partially funded through Title I.

This was the first year for this project. The program was a cooperative effort of the Curriculum Services Division of USD #259 and the College of Education, Wichita State University. The project center was located at the USD #259 Community Education Center. The participants supervised others who were doing actual instruction in local elementary schools.

PROGRAM DESCRIPTION

Scope

There were 21 teachers enrolled in the project. Special reading teachers had the opportunity to enroll for one, two, or three hours credit through Wichita State University. Six people enrolled for one hour credit, four were enrolled for two hours and 11 enrolled for three hours.

The objectives of the program were to provide training and inservice experiences for special reading teachers and to provide a one-to-one instruction for pupils with special reading problems.

Personnel

Twenty-one special reading teachers were in this program. These teachers were enrolled for ten, 20 or 30 days. Six teachers enrolled for ten days, four enrolled for 20 days and 11 enrolled for 30 days. Those enrolled for ten days received one hour graduate credit, tuition paid ($26.50), and a stipend of $123.50. Those enrolled for 20 days received two hours credit, tuition paid ($47.00), and a stipend of $253.00. The teachers who enrolled for 30 days received three hours credit, tuition paid ($67.50), and a $382.50 stipend.

The participants were all certificated special reading teachers who had teaching experience in USD #259.

In addition to the 21 special reading teachers, there was one project director and one consultant. The project director organized the program and coordinated the activities throughout the six-week term. The consultant primarily conducted a workshop in Perceptual and Neurological Aspects of Reading.

Procedures

The time period covered by this report is six weeks. This represents the entire program.

The workshop portion of the program was located at the USD #259 Community Education Center. The teachers went into the field to work with tutors at the schools where Title I pupils were located.

This project was coordinated with two other courses. Wichita State University offered a course, Perceptual and Neurological Aspects of Reading, Levels I and II, and another course, Clinical Procedures. The members of these two Wichita State University courses tutored pupils enrolled in the summer Corrective Reading program and the summer Basic Primary reading program. This tutoring was the practicum portion of the two courses. The special reading teachers acted as supervisors for these tutors. (See Figure SS18.01.)

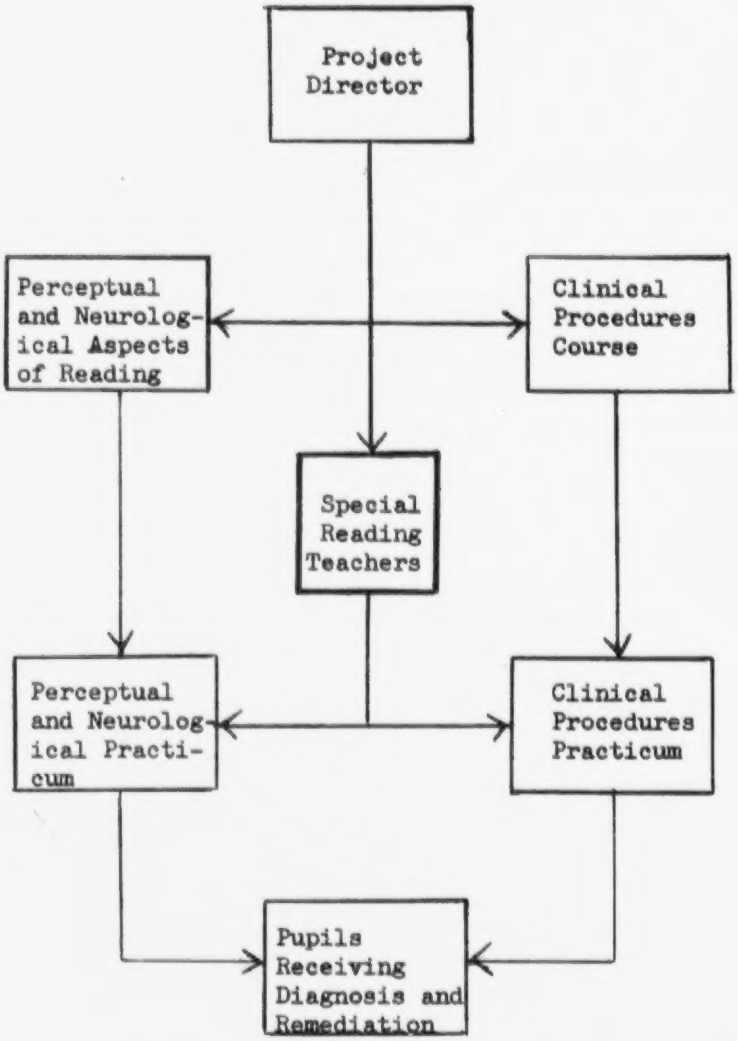
The principal activity of this project was the supervising of tutors by the special reading teachers. This included assisting the tutors in diagnosing reading disabilities of pupils and supervising the planned remediation procedures. Discussion sessions and individual conferences were held by the project director and consultant. Some of the special reading teachers attended the Perceptual and Neurological Aspects of Reading workshop for two weeks during the first part of the project.

A typical daily schedule for the special reading teachers was:

8:00 - 9:00	Prepare materials to be used. Review child's records with the tutors. Plan together for specific work with each child.
9:00 - 10:00	Tutors work with children. The special reading teacher observes and assists as needed.
10:00 - 10:30	Post-session discussion with tutors to assess progress.
10:30 - 12:00	Go to Community Education Center to check out materials for next day. Meet as a group with project director to discuss weekly activities.

FIGURE SS 18.01

ORGANIZATIONAL CHART OF SPECIFIC READING DISABILITIES PROJECT


Project Director
Perceptual and Neurological Aspects of Reading
Clinical Procedures Course
Special Reading Teachers
Perceptual and Neurological Practicum
Clinical Procedures Practicum
Pupils Receiving Diagnosis and Remediation

Instructional materials and diagnostic instruments used most frequently by the teachers were:

Fountain Valley Teacher Support System
Perceptual-motor games (from the Perceptual and Neurological Aspects of Reading Workshop)
Educational Examination (from the Perceptual and Neurological Aspects of Reading Workshop)
Dolch Materials
Silvaroli Reading Inventory
Slossen Reading Test
Lyons and Carnahan Reading Games
San Diego Quick Assessment
McGraw-Hill New Practice Readers
Science Research Associates Reading Laboratories

Budget

The total budget for the Specific Reading Disabilities project was $10,382.00. Personnel cost $7,050.00 for tuition and stipends for the participants, and $1,250.00 salary for consultants. Teaching supplies were $600.00. Travel allowance for participants was $1,050.00. OASI was $432.00.

EVALUATION

The specific objectives to be evaluated were:

1. The program will provide a supervised laboratory whereby teachers will learn how to diagnose "severe" reading problems and how to implement a planned program of remediation as determined by the successful completion of the program by participating teachers.
2. The program will provide the opportunity for special reading teachers to supervise the diagnosis and remediation of severe reading problems as shown by a narrative description of the project.
3. The participating teachers will demonstrate the ability to identify more effective ways of teaching the pupil with a severe reading problem as determined by their successful completion of the program.

Those eligible to apply for the program were those USD #259 special reading teachers whose salary was funded or partially funded through Title I. They must have also been committed to teach in USD #259 during the 1972-73 school year. A committee of representatives from the Wichita State University Reading Services Center selected the participants, with the final approval made by the Personnel Services Division, USD #259.

The principal evaluative instrument was a questionnaire (see Appendix) given to the 21 participants. Eleven of these were returned.

The questionnaires returned represented 64 percent of those in the project for 30 days, 50 percent of those participating for 20 days, and 33 percent of those participating for ten days.

To evaluate objective number one, teacher comments in item seven were: "What specific techniques in diagnosing severe reading problems did you learn during this project?" Responses to item seven on the questionnaire were used. All 11 respondents completed this item. All were positive in their comments and listed techniques which they learned. Some of the representative comments are listed below:

> "Learned to administer Diagnostic Tests and the Fountain Valley Teacher Support System in Reading. I also gained experience in using the Prescriptive Material Retrieval System to determine materials to be used to remediate student's reading problems. All three of the above were new to me and I think they are very useful."
>
> "Improved observation, analysis of child's daily work, L.S.D. (Look, See, Decide). Silence - let child and parent talk first. Minimize teacher talk. Use non-standardized tests - verify with standardized tests."
>
> "How to use Fountain Valley, Spache, and Slossen test."
>
> "I learned just enough about perceptual problems to anxiously wait until next summer when I can enroll in perception classes."
>
> "None on reading problems, mostly diagnosis of perceptual and coordination problems."
>
> "Emotional problems need to be diagnosed with relation to reading. I learned - again - one deals with the whole child - not just his reading. I learned the techniques of listening."
>
> "Fountain Valley was introduced for the first time. We were able to test from pre-primary through junior high, watching for all problems."
>
> "Sister Sybillina's test of Perceptual Abilities."

It is indicated by the positive comments that objective number one was met as far as the 11 respondents were concerned.

Item number ten on the questionnaire, "Do you feel that as a result of this project, you have made the transition from a reading teacher who has direct contact with pupils to a supervisor of other teachers of reading? Yes _________ No __________."

Ten of the 11 teachers indicated "yes". The other one felt that in her present school assignment she was already a supervisor of reading teachers. One teacher remarked that it was an on-going process and that she was making the transition.

Other comments on this question were:

> "I feel this project will help me help regular classroom teachers during the school year."
>
> "This course and Diversified Staffing (workshop) plus a Right to Read workshop have given me materials, know-how, and confidence to supervise other teachers of reading."

> "I welcome the opportunity to return to it (supervision). This time I felt free to act and experiment with materials and ideas. It has been the most enjoyable experience I have ever known."
>
> "Working with six teachers broadened my knowledge of the methods used to approach children. I also learned new materials."
>
> "This has been a good learning experience for me as I watch my teachers select materials for diagnostic purposes and then teaching materials to follow. I have supplied materials needed and made suggestions for substitution when necessary. As I scheduled these teachers, in the building and worked with the principal and faculty. It has been a good remedial reading experience."

The responses of the 11 teachers indicate that they did have the opportunity to supervise the diagnosis and remediations of severe reading problems which was objective number two.

To evaluate objective number three, general comments in response to questionnaire items were analyzed. Representative comments are listed below:

> "Gave me an opportunity to check my own procedures and to become aware of and familiar with new and better (I think) programs of diagnosing and prescribing."
>
> "It was the beginning of a new concept for summer teaching, instructing, and aiding children with problems."
>
> "Working with Sister Sybillina - learning more about perception problems and what to do about them."
>
> "The workshop was most interesting and very beneficial in presenting new techniques for diagnosing reading problems."
>
> "The practicum-lecture combination, that is the supervisor-teacher-child relationship plus the lectures and shared knowledge made this one of the most valuable workshops I've ever attended."

It appears from the comments of the teachers that they did learn more effective ways of teaching pupils with severe reading problems.

In response to the question, "What were the least valuable aspects of this inservice project?", five of the respondents felt there were no "least valuable aspects!" Others mentioned most frequently that pre-planning for and coordination with the Perceptual and Neurological Aspects of Reading workshop could have been better.

Most teachers felt that the project was valuable to them. The director and consultant were mentioned frequently as being very effective. The teachers seemed to appreciate the freedom to learn and the flexibility of the project.

It appears that all objectives were met to the extent that conclusions can be drawn from the 11 of 21 teachers responding to the questionnaire.

SS 18.07

RECOMMENDATIONS

The teachers responding appeared enthusiastic about this type of inservice training project. It is recommended that similar projects be planned for next summer.

APPENDIX SS 18

SS 18-A1

WICHITA PUBLIC SCHOOLS
RESEARCH AND EVALUATION SERVICES DIVISION

SPECIFIC READING DISABILITIES INSERVICE PROJECT

1. Did you receive one, two, or three hours credit for this inservice training project? ______________

2. How many weeks were you involved in this inservice training project?

   ____

3. How many tutors from the other workshops (Perceptual Practicum and Clinical Practicum) did you have under your supervision? ________

4. How many pupils being tutored were under your supervision? ________

5. What programs or teaching materials did you consider most useful?

   ____

   ____

   ____

   ____

6. What diagnostic instruments did you find to be most useful?

   ____

   ____

   ____

7. What specific techniques in diagnosing severe reading problems did you learn during this project? ________________________________

   ____

   ____

   ____

   ____

   ____

8. Briefly describe a typical daily schedule for this project?

9. If you have formed a planned program of remediation as a result of the workshop, please include a Xerox or other copy with this report.

10. Do you feel that as a result of this project, you have made the transition from a reading teacher who has direct contact with pupils to a supervisor of other teachers of reading?

Yes ___________ No _________

Please Comment: ____

11. What were the most outstanding features of this inservice training project? ____

12. What were the least valuable aspects of this inservice project?

13. What suggestions do you have for improvement of this project if it is held again next summer? ______________________________

____

____

____

14. Please include any comments not covered by the above items which you feel may be helpful in evaluating this project.

____

____

____

____

____